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ABSTRACT

Suggestions and background information to help teachers use classroom currency to influence students' behavior and academic efforts are provided. There are five parts to the publication. Part 1 discusses the many uses of classroom currency in teaching economics content, for motivation, and in discipline. For example, if teachers find that something they must teach is so repetitious that the classic symptoms of boredom start to appear, they could set up a simulation wherein students work for an imaginary institution: a laboratory which pays them for properly identified or analyzed specimens, a language agency which pays them for correct translations, or a computer service which pays them for correct equations for story problems. A classroom management scheme based on an economic model for "Putting Scholar Dollars to Work" is described in part 2. A variety of ways for "Spending the Scholar Dollars" is discussed in part 3. Among the possibilities are purchasing classroom privileges such as pencil sharpening and trips to the bathroom, and shopping at student-run businesses. Part 4 examines "Three Pitfalls and How to Sidestep Them." Problems which often arise include theft and loss, fund pooling, and the charge of materialism by parents. The publication concludes with a discussion of "Making the Reproducibles." Scholar dollars can be personalized, color-coded or size-coded, and student-designed. Examples of different denominations and designs are provided. (RM)

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SCHOLAR DOLLARS:
their use in classroom management

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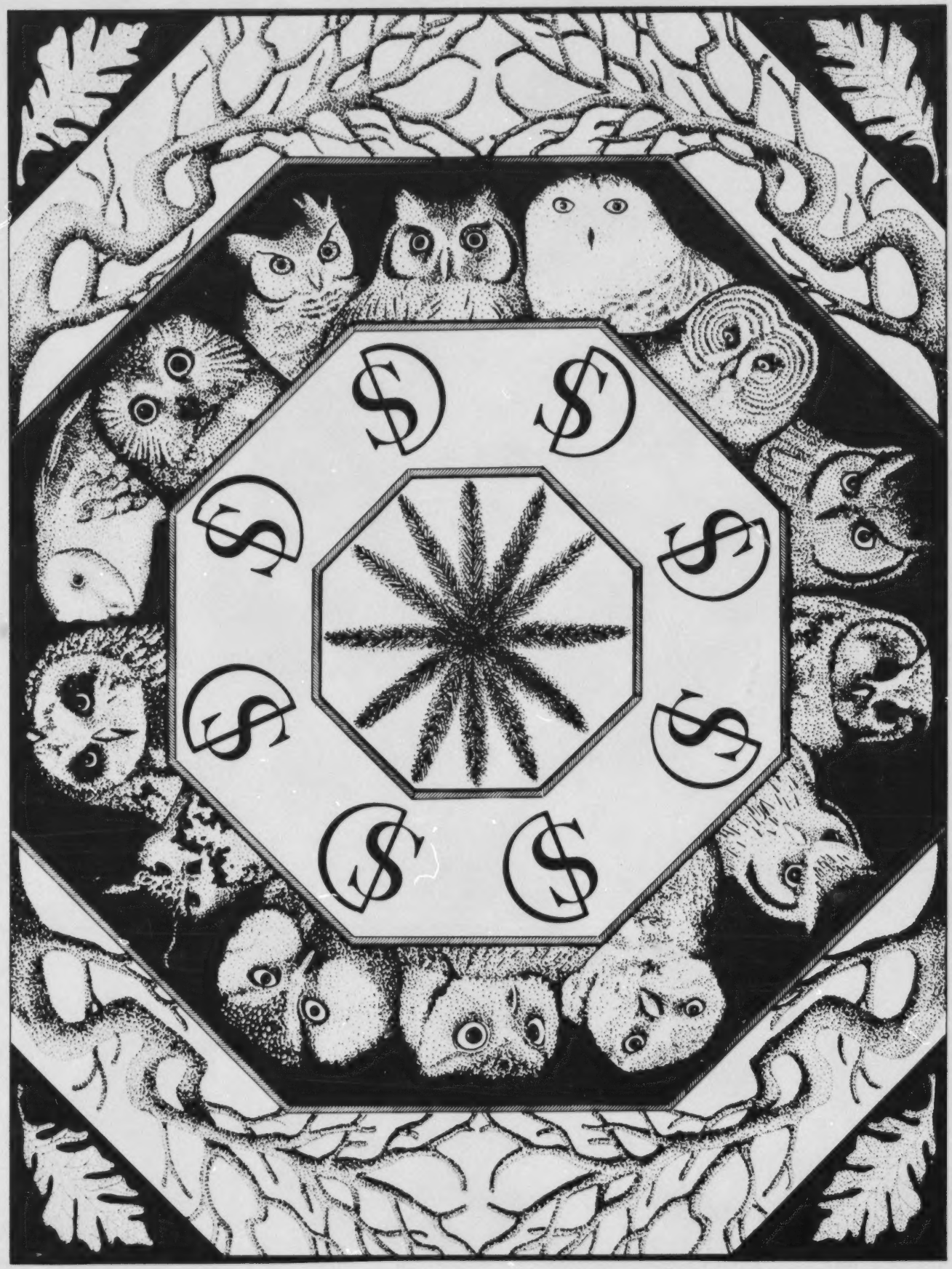

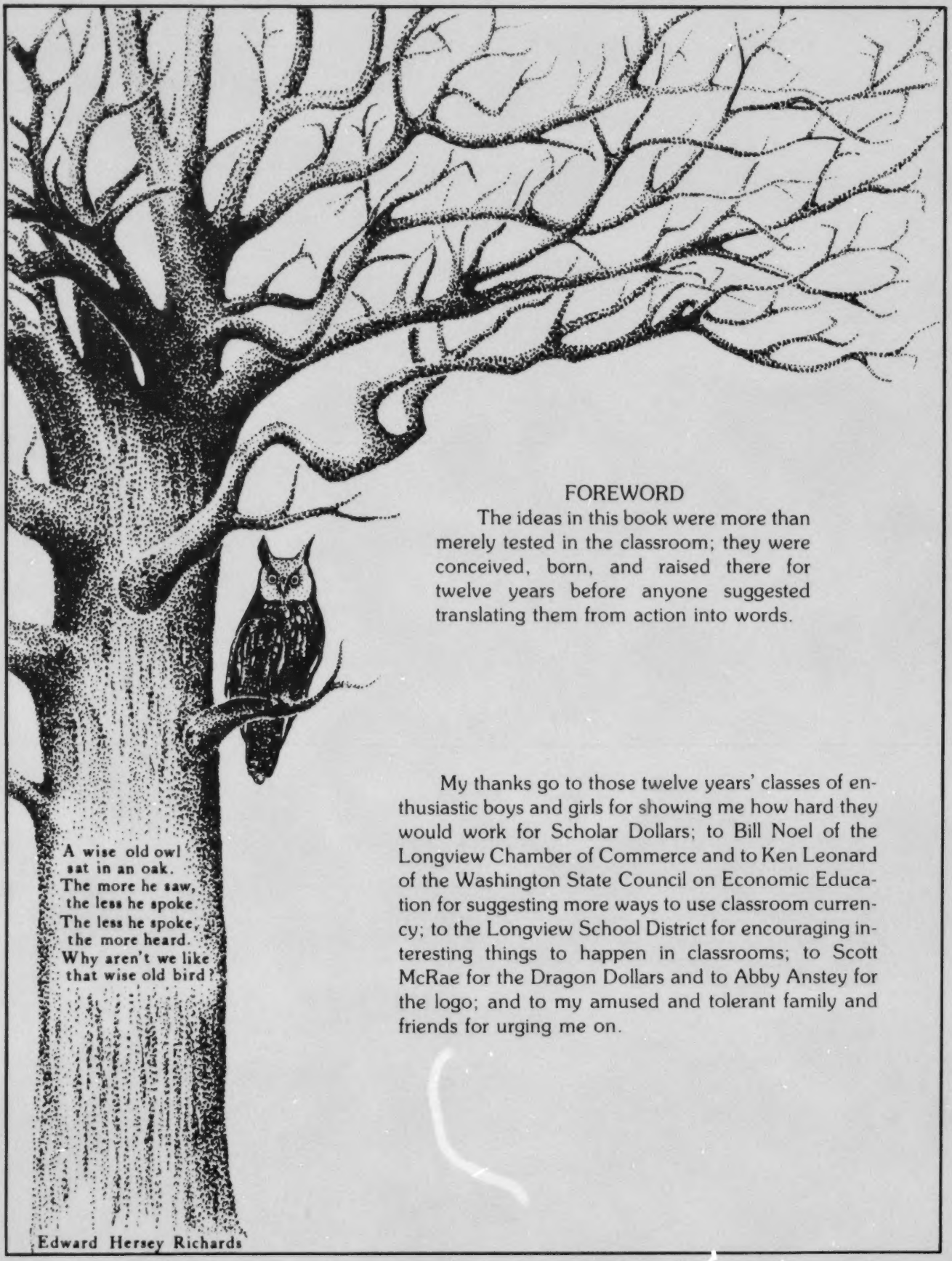

FOREWORD

The ideas in this book were more than merely tested in the classroom; they were conceived, born, and raised there for twelve years before anyone suggested translating them from action into words.

My thanks go to those twelve years' classes of enthusiastic boys and girls for showing me how hard they would work for Scholar Dollars; to Bill Noel of the Longview Chamber of Commerce and to Ken Leonard of the Washington State Council on Economic Education for suggesting more ways to use classroom currency; to the Longview School District for encouraging interesting things to happen in classrooms; to Scott McRae for the Dragon Dollars and to Abby Anstey for the logo; and to my amused and tolerant family and friends for urging me on.

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I. THE MANY USES OF CLASSROOM CURRENCY 1

Classroom currency has an advantage over most reinforcers because its use automatically teaches important content. Teachers already use it in mathematics, in economic education, to motivate both academic and nonacademic activities, and as a tool in discipline. Its greatest potential, however--as a way to make the classroom structure itself educational--has barely been tapped.

II. PUTTING SCHOLAR DOLLARS TO WORK 9

By basing your classroom management scheme on an economic model you can make productive use of time spent on routines. You can also give your students insight into the way our economic system works and how they will fit into it as adults. You can let these learnings remain implicit, or you can make them explicit through discussion.

III. SPENDING THE SCHOLAR DOLLARS 24

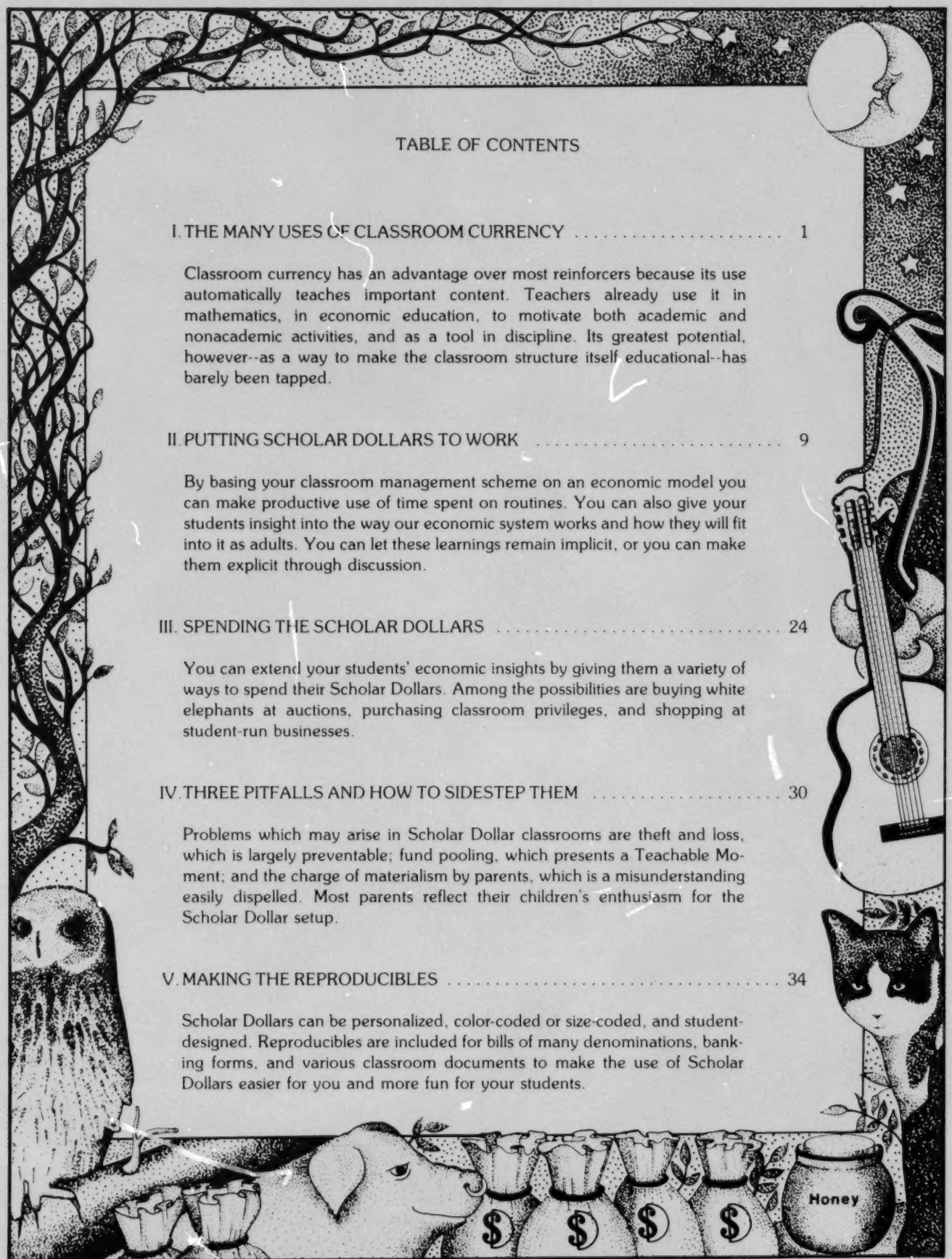
You can extend your students' economic insights by giving them a variety of ways to spend their Scholar Dollars. Among the possibilities are buying white elephants at auctions, purchasing classroom privileges, and shopping at student-run businesses.

IV. THREE PITFALLS AND HOW TO SIDESTEP THEM 30

Problems which may arise in Scholar Dollar classrooms are theft and loss, which is largely preventable; fund pooling, which presents a Teachable Moment; and the charge of materialism by parents, which is a misunderstanding easily dispelled. Most parents reflect their children's enthusiasm for the Scholar Dollar setup.

V. MAKING THE REPRODUCIBLES 34

Scholar Dollars can be personalized, color-coded or size-coded, and student-designed. Reproducibles are included for bills of many denominations, banking forms, and various classroom documents to make the use of Scholar Dollars easier for you and more fun for your students.



Chapter I

The Many Uses of Classroom Currency

As a teacher you use many reinforcers to influence your students' behavior and academic efforts. Stars on charts, raisins, smiles, handshakes, stickers, tokens, earned privileges, grades--all these are intended to provide external motivation when internal motivation is short.

Now examine the list of reinforcers again: how many of them educate as well as motivate? How educational is a raisin? A sticker? Or, for that matter, a grade?

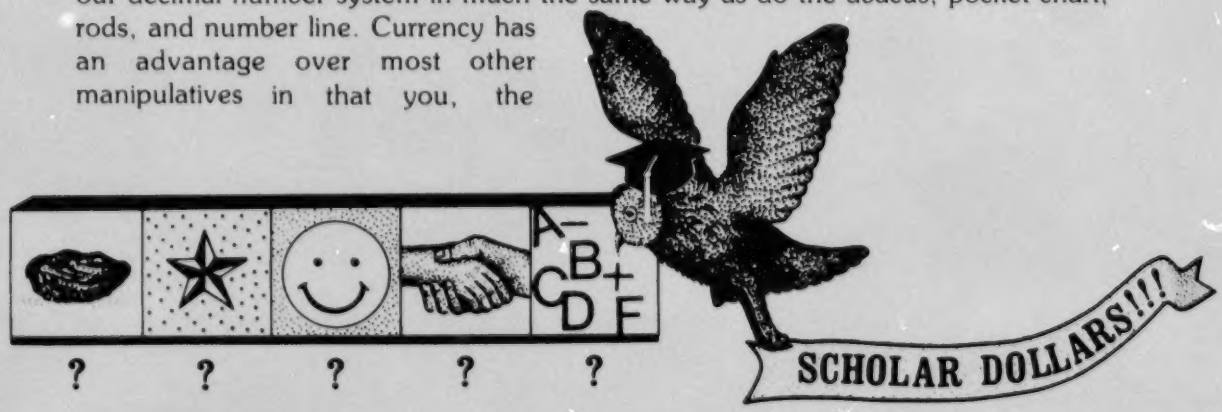
One reinforcer is in a class by itself because its use automatically teaches important content. That reinforcer is classroom currency.

Primary pupils can use classroom currency to count by ones, fives, tens, and hundreds; intermediate pupils can practice making change; and upper-grade pupils can learn to use decimals with the help of currency, to name only the most obvious examples. Precisely what is learned is up to you, the teacher.

To show the versatility of this device, here are some of the many ways teachers around the country are already using classroom currency.

IN MATHEMATICS

Many teachers keep on hand a supply of play money to help students learn to identify coins and to make change. Some teachers have discovered that a set of simulated one, ten, hundred, and thousand-dollar bills can also serve as a manipulative aid to help children solve arithmetic problems and develop a feeling for our decimal number system in much the same way as do the abacus, pocket chart, rods, and number line. Currency has an advantage over most other manipulatives in that you, the

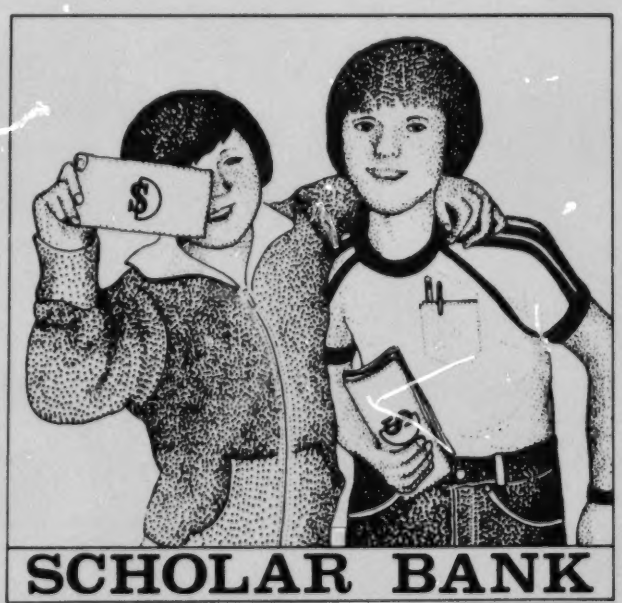


teacher, can produce a classroom supply on one day's notice at negligible cost (pp. 37-46). It has the further advantage that by adding dimes, cents, and mills (p. 36) you can extend its use to teach decimals, with bills serving as whole numbers and dimes, cents, and mills as the decimal fractions.

Used in these ways, classroom currency can indeed be helpful, but of course there is no payoff in the form of buying power or even a feeling of gratification because of having earned it.

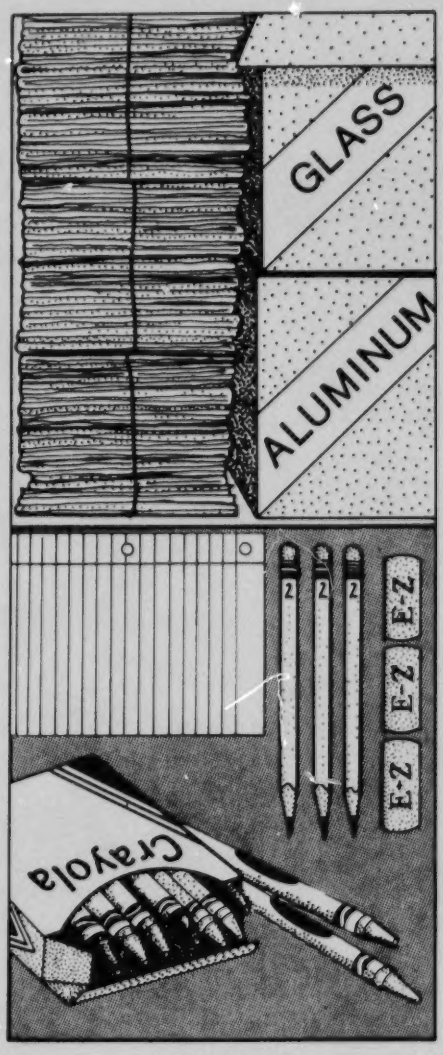
One way you can use the motivation of buying power is to add to your mathematics curriculum a unit on money and banking, which can be done as early as fourth grade. Give your students basic pay for attendance, so much per day, deposited directly into a Scholar Bank account (for example, written on a class roster kept by the student banker). Each child receives an initial supply of six or so personal checks with record stubs, stapled into a section of a manila folder, and may purchase additional blank checks when these are gone. Children may withdraw cash for daily expenses and must keep a record of each withdrawal on the stub. Cash withdrawn may be used for whatever you decide--time at interest centers, use of tape and stapler, desk-rent for locations near the windows, and the like.

The student banker's job is to cash personal checks, file the cashed checks and withdrawal slips behind each student's name, and keep a record of each student's balance on the roster. Every week or so the banker returns cashed checks to the students, who then spend a math period figuring out their new balances. In case of disagreement, the student may, for a fee, challenge the banker's record. If the banker is in error, the fee is returned; otherwise it is forfeited. You, as the Federal Reserve, keep most of the cash and, as the Federal Deposit Insurance Corporation, insure deposits against loss. Personal checks and withdrawal slips are included for your use if you decide to teach this unit (pp. 49,50).



IN ECONOMICS

Classroom currency is already widely used in economics education, starting with play stores in kindergarten, through marketplace simulations at the intermediate level,* to sophisticated games in high school. Economic simulations are included in many social studies series, notably simulations of assembly lines and the commodities market. Since these are well-covered in other publications, no further attention will be given to them here.



FOR MOTIVATION

The use of classroom currency as a motivator, on the other hand, has barely been tapped.

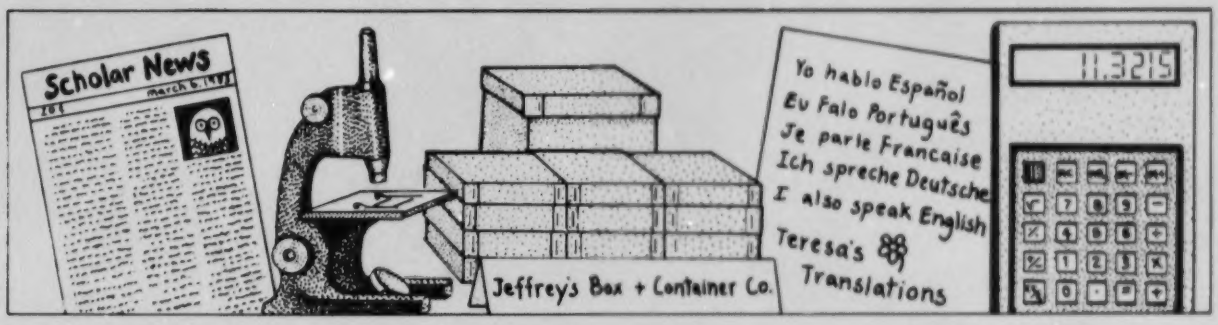
Children work harder in school, just as their parents work harder on the job, when they receive money as well as approval for their efforts.

In the classroom we can't pay in U.S. currency, but we can use Scholar Dollars, whose buying power is limited to the classroom, and the effect on student effort is almost the same.

You can use classroom currency to motivate almost any student activity you choose. Take recycling, for instance. You can pay Scholar Dollars to children for their help in sorting and bundling paper, cleaning aluminum lunch pans, or even for bringing in other recyclables if you wish. Take them to the recycling center, or enlist the help of a parent. Buy with the proceeds such items as pencils, erasers, crayons, and notebook paper; and sell these to your students for the Scholar Dollars they earned sorting and cleaning the recyclables.

Or perhaps you find that something you must teach is necessarily so repetitious that the classic

*For detailed plans of marketplace lessons, see *The Classroom Marketplace* by Pat Maguire and Margit McGuire, available free to teachers in the state of Washington and for handling costs ($1.50) to other teachers from the Washington State Council on Economic Education, 1014 Securities Building, Seattle, Washington, 98101.



symptoms of boredom start to appear. You could set up a simulation wherein your students work for an imaginary institution: a newspaper which pays them for copy, a laboratory which pays them for properly identified or analyzed specimens, a factory which pays them for pieces needed for a group project, a language agency which pays them for correct translations, or a computer service which pays them for correct equations for story problems. The pay formula could include factors for being present, being on time, and having materials ready, as well as for quality of work. The formula could be contrived so that it translates directly into grades: $92 could buy an A or a 1, for instance, so that students can see the influence on their grades of one or more tardinesses or incomplete assignments. You will use paychecks (p. 48) rather than cash to prevent problems of loss and theft if grades are to be the payoff.

If you find little appeal in the idea of setting up a hypothetical employer, you can still harness the motivating power of Scholar Dollars to improve promptness and neatness and increase your students' academic productivity. At the same time you can decrease your paper grading in this way: have your pupils staple a payslip (p. 53) to each paper, or alternatively use a rubber stamp made for the purpose. Have a student assign pay for "on time," "neat," and "bonus." The "bonus" pay is for whatever you choose to emphasize this time--heading, margins, or penmanship, for instance. You will handle the pay for "correct" yourself on some papers, such as creative writing. When papers are exchanged, you can have the corrector assign it according to your formula. Another student can record the pay in your notebook of daily grades. Tests, of course, you will grade yourself and record elsewhere.

If you use this system, you will need to set aside time periodically for payday. The paymaster job can also be handled by students (see pp. 16-17). You will find that the paymaster position is a coveted one despite the fact that it demands a lot of adding. In the lower grades students will pay paper by paper; in the intermediate grades, and with mathematically apt pupils, the paymaster can add a week's worth of papers

together and pay all at once. In either case, students are getting practice in arithmetic at a level they can handle.

Scholar Dollars are more motivating than grades for most elementary school children, particularly at the lower end of the academic spectrum. There is no failure; every child can earn something. A paper that is wrong can at least be wrong neatly, and its owner can be paid for the neatness. Under a conventional system of grades, some children who have come to view themselves as academic failures collect and exhibit their F's in an inverted elitism; with Scholar Dollars this is impossible.

For Scholar Dollars to work their full magic, there must be something to buy with them. The possibilities are so numerous that they merit a chapter of their own. One of the first questions your children will ask is, "What can we spend it on?" So before you introduce Scholar Dollars to your class you will want to read Chapter 3 and decide on a plan for pupil spending that will work well for you.

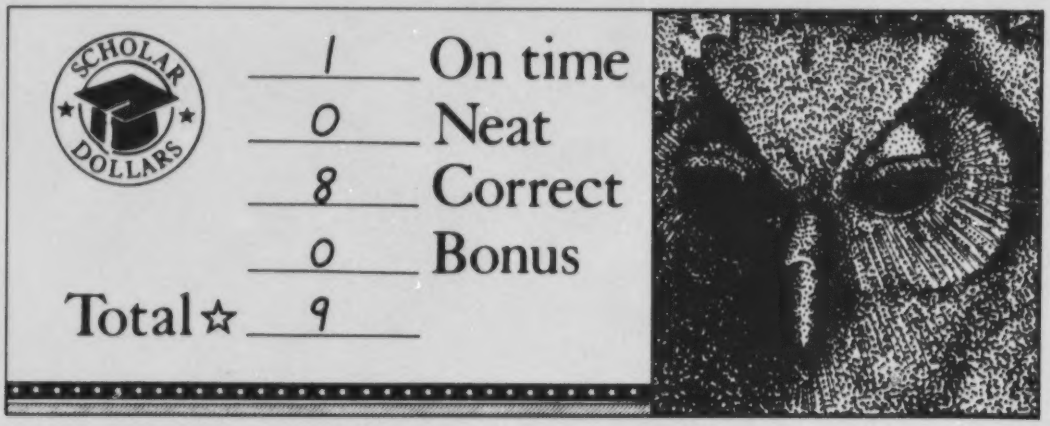
What can Scholar Dollars buy?

IN DISCIPLINE

Many schools use self-management "credit cards" and many teachers pay for approved behavior with chips and tokens of various sorts. It is a widespread practice which can be very effective.

Children learn more when Scholar Dollars are used rather than cards, chips, and tokens, just as they learn more from Scholar Dollars than they do from grades because of the practice in addition and subtraction in a monetary system closely resembling that used outside school.

If you use Scholar Dollars as rewards, it is best to involve the students in a discussion of class behaviors to be rewarded. At the end of the day you can plan an evaluation session during which the class rates itself on overall performance. On a problem-free day everybody receives, say, ten Scholar Dollars for having exercised



responsibility for themselves and each other so well. It is important to give identical rewards to all students: singling out one or two to receive less, or none at all, can be divisive.

Penalties, on the other hand, should apply to individuals rather than the whole class. You can either have a schedule of fines, following class decision on the amounts, or, more simply, a blanket fine of, say, ten dollars for any infraction. You can have a student serve as fine collector. It is important that the fine collector be empowered only to collect the fine, never to assess it; only you may do that. This works best when infraction, fine, and collection all occur within seconds: "Amber, you spoke out of turn. Joe, please collect ten dollars from Amber and put it in the box on my desk."

Penalties can backfire when a student pleads insolvency. It can take more of your attention than it is worth to provide a backup system of IOU's or wage garnishments or public service jobs, so you may wish to avoid monetary penalties for misbehavior.

Another disciplinary use of Scholar Dollars furnishes a harmless way for children to air their grievances, provides a cooling-off period, and reduces the problem of tattling almost to the disappearing point. It works this way:

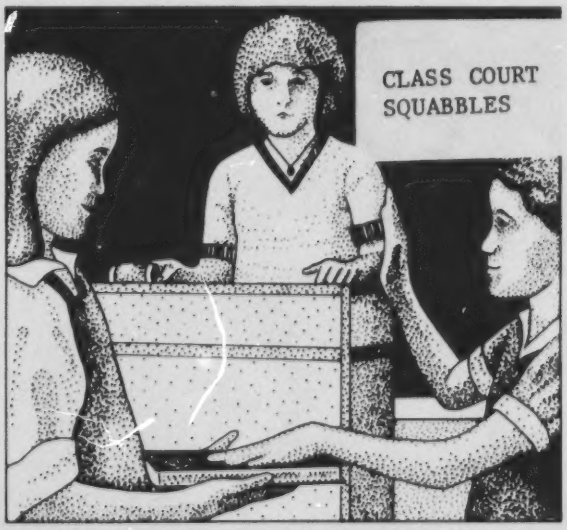
Pupils with complaints against other pupils write them on the Squabble Sheet (p.58), to be dealt with at the weekly Squabble Court session.

There must be an absolute prohibition against erasures on the Squabble Sheet to prevent alterations by defendants. Plaintiffs, however, can decide at any time to drop charges and may show this decision by initialling the Squabble Sheet. You will witness the initialling to prevent forgery, or initial it yourself on request.

By the time the weekly court session rolls around, many of the disputes will have been settled. In the remaining cases, you will ask the plaintiff if the matter is still important enough to be worth paying court costs (a blanket fee of $20 or so) to have the suit discussed before the class. It is truly amazing to see how this simple measure increases the proportion of differences settled "on the courthouse steps."

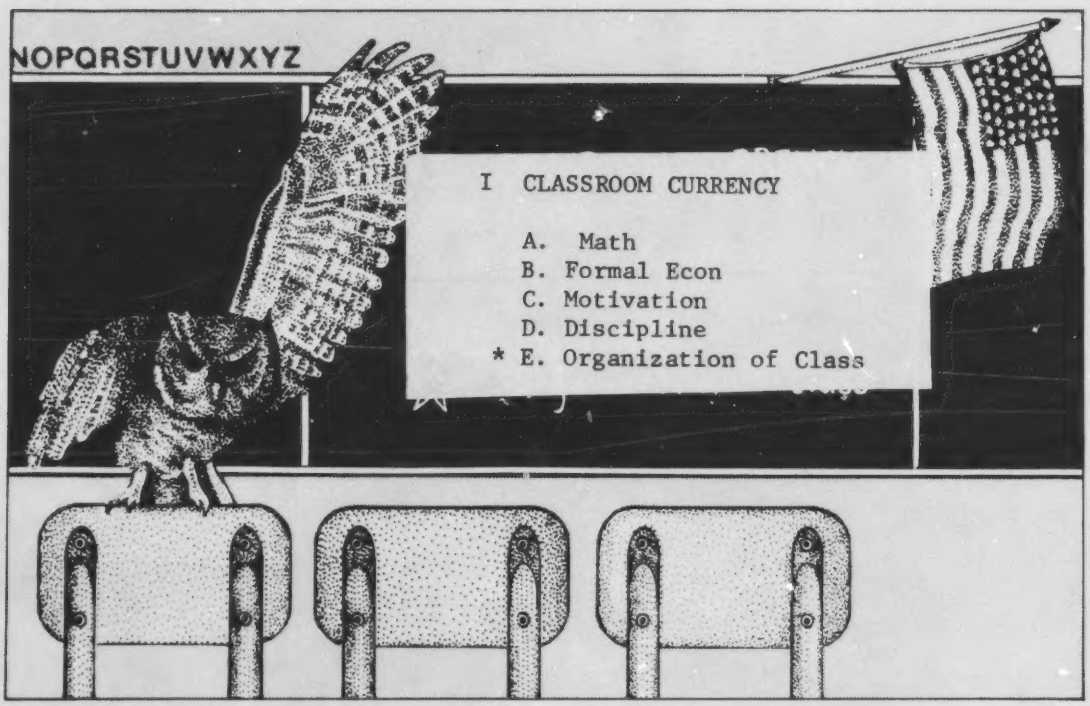
If the case survives all this, it goes to the hearing stage. The plaintiff speaks first, then the defendant, then the witnesses in turn. Interrupters lose their next turn to speak. If it appears that the plaintiff instigated the offense, the case is either thrown out of court or penalties are assigned to both parties (example: when the plaintiff trips the defendant and gets punched in return).

After all sides have been heard, the class is invited to suggest measures which might reduce the problem and the court (you) decides on an appropriate disposition of the case. Sometimes a seating change to separate antagonists is all that is needed; or simple restitution; or a week at the end of the line to prevent crowding; or a probationary period during which the full penalty, such as a Scholar Dollar fine, sentences to copy, detention time, or a letter home to be signed and returned by parents, will be imposed only if the behavior recurs.



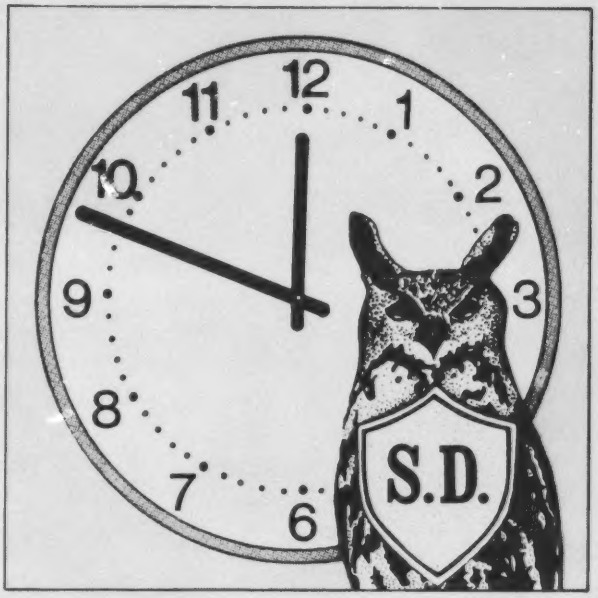
Of course this scheme for reducing petty complaints can be used only if you have already set up a way for children to earn and spend Scholar Dollars.

The applications of classroom currency described in this chapter--in mathematics, in formal economics, as a motivator, and in discipline--are already used, some of them quite widely. The most valuable use, however, seems to have escaped the attention of most educators. That use is the organization of class routines along the lines of our American economic system, so that merely by participating in class activities students will gain a feel for economics. This informal experience gives children an excellent background for formal lessons later in their school careers. The next two chapters will describe such a classroom system in detail.



Chapter II

Putting Scholar Dollars to Work



Daily routines take up about twenty percent of our school day even in the most efficiently run classroom.*

Teachers use many strategies to retrieve at least part of this twenty percent for academics. These include answer checking, challenge boards, learning centers, peer tutoring, word puzzles, and drill games while waiting in line. All of these squeeze a measure of academic use out of otherwise wasted time. Most of them require advance planning.

There is an excellent way for you to plan the use of this twenty percent all at once, so that it will continue to be used productively with only an occasional adjustment: base your classroom management scheme on an economic model.

Give job descriptions; accept applications for employment; pay children in Scholar Dollars for their work; insist on satisfactory quality and dock wages if you don't get it; allow students to make economic exchanges with each other; and arrange ways for them to spend their earnings.

Most children have very few chances to make economic decisions either in or out of school; but in a Scholar Dollar classroom they can make a range of choices and learn by trial and error in a situation where error doesn't hurt much.

Scholar Dollars have other advantages. They provide hours of disguised drill and many real-life story problems. A child whose mind goes blank upon seeing $87+\square=100$ will come to you, eyes sparkling, and announce happily, "I have eighty-seven

*See *On Time, a Second Look*, publication # 78.41, available for $.40 plus $.75 postage and handling from the Austin Independent School District, Office of Research and Evaluation, 6100 Guadalupe, Austin, Texas, 78752. This booklet is a precis of research comparing instruction time in several types of classrooms.

Scholar Dollars! When I earn thirteen more I can change it for a hundred-dollar bill!" There is endless counting, recounting, and comparing of monetary wealth; continual computations of pay yet to be received; exchanges of bills between children who prefer a slim wallet containing only hundreds and thousands and those who prefer a fat bundle of ones, fives, and tens, with each child practicing math skills, blissfully unaware of the fact, at his or her own level of mathematical competence.

Jobs offered for Scholar Dollar salaries can provide stimulation for many talents and levels of aptitude. If you need a challenge for a mathematically apt youngster, add a class bank and make that youngster a banker. If you have artistically inclined students, hire them to tend your bulletin boards. Ask meticulous children to record grades from daily papers and to serve as file clerks. Hire an accurate pupil to take care of attendance and lunch count. Contract for the services of two or three who like to hang around during recess to clean lunch pans and sort paper to recycle. Employ the tattle-prone to inspect desks, the mechanically-minded to run the projector, the compulsive straightener to keep interest centers tidy, the chronic fidgiter to pass back graded papers.

You have doubtless been delegating classroom responsibilities according to your students' aptitudes all along: basing your classroom management scheme on an economic model lets you put it together in a coherent system which teaches the children a little extra every day and gives you a firmer hand on quality control.

Best of all, Scholar Dollars are incredibly motivating, particularly so to those near the foot of the academic ladder. Observing your students' intense preoccupation with monetary matters, you may at times feel that you are in charge of a giant Monopoly game in which jobs take the place of real estate; but if the game is played during that

twenty percent of class time normally spent on routines and if the children learn as they play, then everybody wins.

SCHOLARS MEET DOLLARS

When you apply Scholar Dollars to routines, your role is different from that assumed in most of the applications mentioned in Chapter 1: instead of being a private employer paying workers for just one kind of product, you are now more like a city manager overseeing many types of work and dealing with both public and private agencies.

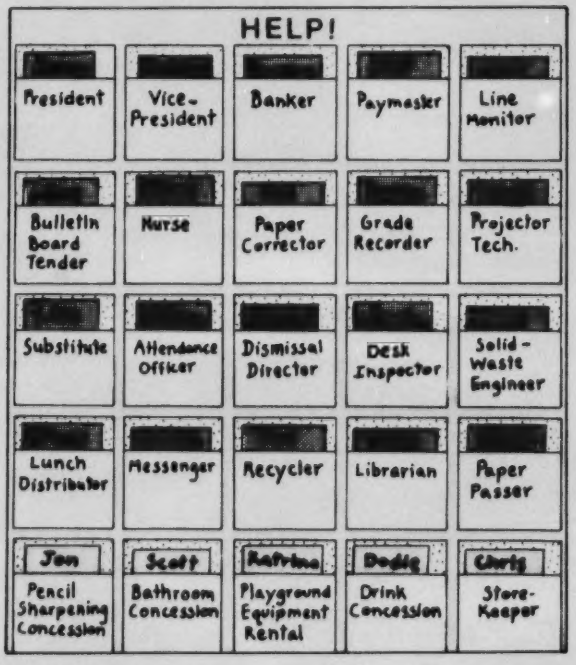
Because of this potential complexity, you will need to scrutinize carefully in advance the job lists and descriptions on pp. 12-15. These jobs are presented in three groups: those which are best filled by appointment, those which lend themselves to free enterprise, and those which are traditionally filled by election. You will want to modify these lists to make them fit your situation.

If you find the scale of this simulation intimidating, start with the salaried positions only, just enough of them to go around, and add others later or not at all. The Scholar Dollar system lends itself well to a piecemeal approach, and children accept it enthusiastically at any level.

In presenting the plan to the class, you might say:

"Class, it bothers me that so much of our time is spent doing jobs that have nothing to do with what you're supposed to be learning at school. I've thought of a way we can make these jobs more interesting and also help you learn something about economics. Economics is part of social studies, so you'll really be spending a lot of this time on social studies, but it won't seem like it.

"Outside of school, people work for money, which they spend for things they need and want. We'll do the same. Here is the kind of money you'll be earning (show the Scholar Dollars briefly). On the board I'll list the jobs that need to be done around



I didn't know this job was hazardous...

the room that you can be paid for. Perhaps you'll think of others that I've missed.

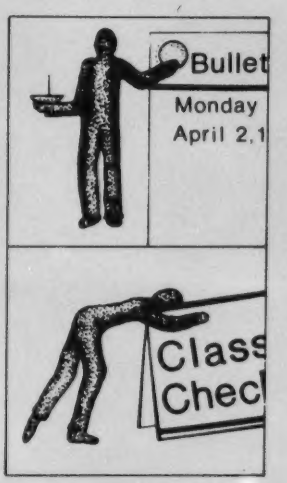
SALARIED POSITIONS

"There will be three types of jobs. First, I'll list the salaried positions. For doing these jobs you'll be paid $100 a week.

"The *librarians* will take back books in the classroom collection that have been in the room for a week and are not now in use and choose other books to replace them. The librarians should be people who are willing to miss a recess every week to do their work, and who would try to get books for different tastes--some stories, some sports magazines, some poetry, and so on.

"The next salaried position will be that of *desk inspector*. This person will look into each of your desks in the morning before the tardy bell and write on the board the names of students whose desks badly need cleaning. These students will be dismissed last for recess, after the inspector has rechecked and found them in satisfactory condition. This job should be filled by someone who is almost always here when the first bell rings, who is willing to miss part of each first recess, and who will be fair and not give friends any special breaks..."

And so on, through all of the job descriptions. On p. 57 is a job description form which can be used first as a work sheet as you think through what demands you wish to make of your student employees and then as a reference for students filling out job applications.



Here is a checklist of some of the other possible salaried positions:

Attendance and lunch-count officer
Bulletin board tender
Chalkboard and eraser cleaner
Grade recorder (for daily papers, not tests)
Interest center straightener
Keeper of the checkbook (see p. 17)
Line monitor
Lunch distributor
Messenger
Nurse (dispenses bandages; partially fills out nurse referral slips)

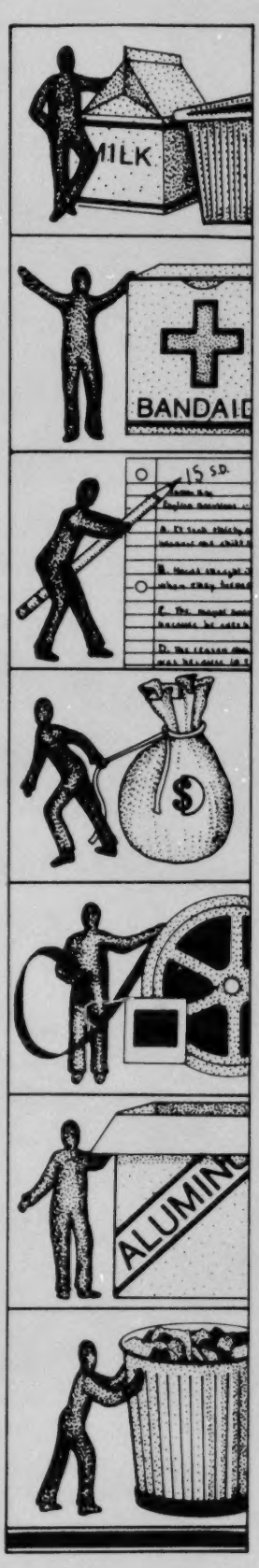
Overhead projector technician (tends the projector and cleans transparencies)
Paper corrector (if you pay for papers. Assigns pay for "on time," "neat," and "bonus" only.)
Paper shuffler (sorts and straightens papers as they are handed in, staples or stamps on the payslip if you use it, and re-sorts papers not reclaimed after the paymasters are through with them)
Paper passer (returns graded papers to owners, distributes work sheets, hands out notices for home)
Paymaster (see p. 16ff.)
Projectionist (operates film and filmstrip projectors)
Recycler (cleans aluminum lunch pans and sorts discarded paper for recycling)
Solid-waste engineer (trash and garbage)
Substitute (takes over the job of whoever is absent)

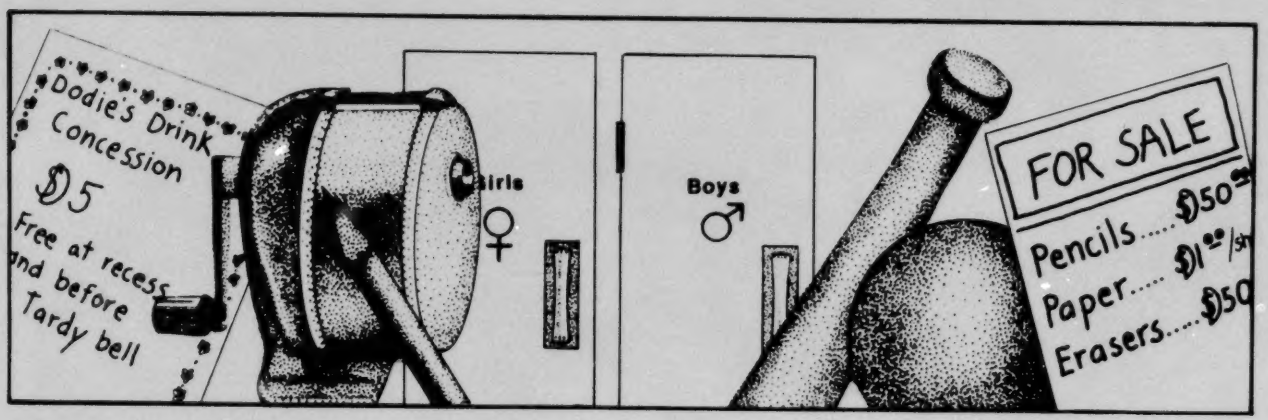
BUSINESS CONCESSIONS

The salaried positions are basically socialistic. Your pupils do not individually decide to pay for them. You, as the government, decide that certain work needs to be done for the general good and you, as the government, also decide on the pay scale and adjust the money supply accordingly.

There are a few classroom jobs, however, which lend themselves to free enterprise, and these I call business concessions. Students who run concessions provide services that other students want and are willing to pay for: access to the drinking fountain, the pencil sharpener, and the lavatory; use of playground balls and jump ropes; and provision of paper, pencils, and erasers. These concessionaires can reduce your teaching distractions dramatically.

If you don't want to get this deeply into the simulation game at first, you can put these chores also on salary. However, children generally do these jobs better as independent business persons than as employees.





You might continue this way:

"The next jobs are the concessions. These are real money-makers, but after this time you will bid for them at an auction, so it will cost quite a bit to get the job.

"The first concession is for *drinks*. You will collect and keep five Scholar Dollars from each person getting a drink except before the tardy bell and at recess, when drinks will be free.

"The *pencil-sharpening* concession works the same way--free before the tardy bell and at recess, five dollars at other times.

"The *bathroom* concessionaire will collect and keep ten Scholar Dollars from each bathroom user except at recess and before the tardy bell. This person has the added responsibility of signing people out and in making sure that only one person at a time is out of the room for this purpose. I will keep the filled record sheets (p. 54) in case there have been problems in the bathroom. If anyone has a medical condition that makes it necessary to use the bathroom more often than the rest of us, speak to me about it privately and I'll make special arrangements for you.

"Of course no one may do any of these things--get drinks, sharpen pencils, or leave for the bathroom--while I'm teaching a lesson; and it is a responsibility of the concessionaire to see that no one does so.

"Another concession is that of *playground equipment rental*, and this must be taken care of before the tardy bell. You may reserve the ball or jump rope of your choice by paying twenty Scholar Dollars to the concessionaire, who will keep a record (p. 55). When you bring it back at the end of recess, ten of your twenty dollars will be refunded.

"The last concession is that of *storekeeper*. This person will sell school paper to those who don't have their own, at one dollar a sheet, and pencils and erasers for fifty

dollars apiece. The storekeeper will buy these supplies from me at one-half the retail price. They are for use at school only; you're not to buy them to take home.

ELECTIVE JOBS

"The third set of jobs is elective, and for now there will be only two of these, president and vice-president. The *president* will be the class spokesperson whenever we need one. This may happen at assemblies if we give or receive awards or present part of a program. Anytime we have visitors, the president will make sure they have places to sit and will act as host or hostess. Each noon after lunches have been distributed the president will tell us when it is quiet enough that we may start to eat.

"The *vice-president* will take over when the president is absent, and will also be the *dismissal director*. This means inspecting the tops of desks and the floor around them to be sure they're clean and free of litter, and then telling the students in each row or group that they may line up for dismissal. The vice-president will be the last person out and will pick up any litter that remains."

Jobs here presented as elective offices could, like the concessions, be lumped with other salaried positions and filled from among applicants. Having some jobs elective, however, gives children a broader experience; and the functions of these job holders--serving as figureheads and ordering others around--are particularly well suited to be filled electively.

You may decide to increase the number of elective offices if you have a student council in your school, or if your curriculum for the year includes a study of representative government, or if you decide to have student representatives levy taxes to pay for improved services that the children suggest or to pay a clean-up crew following minor anonymous vandalism. These additions will make your simulation more closely parallel to our American economic and political systems, and hence provide a richer background for later discussion of the principles involved.

To conclude your presentation:

"First, we'll have three nominations each for president and vice-president. When you make a nomination you must say why you think your nominee would do a good job. Then we'll have elections.

"After that I'll select the salaried job holders and the concessionaires from among volunteers who raise their hands. This will be the only time I'll choose this way. After this, salaried people will be chosen from those who have filled out a job application form (p. 56) explaining why they feel qualified, and concessions will be sold at an auction to the highest bidder. A concession can be auctioned again later if the holder gets tired of the job or lets it interfere with schoolwork. The person selling the concession keeps the money.

"You're probably wondering what you can do with the money you earn besides paying it to the concessionaires. After the jobs are assigned we'll talk about that, and I'll give you each a one, a five, and a ten-dollar bill to get you started, and an envelope to keep your money in."

PAYDAY

There is often inefficiency in the way paymasters carry out their jobs, but seldom corruption, in spite of the large amounts of money these youngsters handle, because they watch each other like hawks, and so do the other members of the class.

1. Paying by cash: paymasters

In third grade cash works best. It's manipulative and comes in denominations that make it easy to count. Payroll work goes quickly when jobs pay $100 a week; one paymaster can handle it as a weekly chore and make change during the week as needed by students.

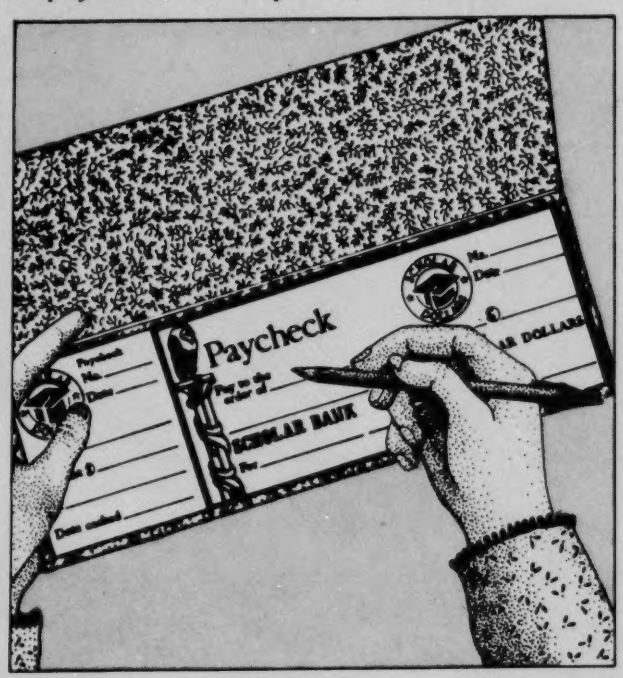
If you pay for papers you will need two paymasters, and they should have daily office hours, probably before the tardy bell. The first paymaster pays for the papers and hands them to the second, who writes PD in ink on the payslips and returns the papers to the owner (if they are to go home) or gives them to the paper shuffler, who sorts and straightens them to save you time when you allocate to the file drawer and the recycle box. Paymasters who work easily with figures can add up the worth of several papers and pay the total, whereas those who have trouble adding will have to pay paper by paper. Both are getting practice in arithmetic at a level they can handle.

2. Paying by check: the keeper of the checkbook

Most fourth and a few third graders can handle checks.

The advantages of checks are many: they take some of the load off the paymasters, they discourage theft and protect against loss, they reduce the amount of cash you must mint, they give applied addition practice, and they provide a challenging job for one of your more gifted students. When you introduce checks to the class, you will mention that they are safer than cash for two reasons: they can be spent only by the rightful owner, and the record on the stubs means you can replace lost checks, whereas lost cash is gone for good.

You may choose to have your keeper of the checkbook help in any of several ways: by handling the payroll (use the paycheck form, p. 48, and write "salary" in the spaces provided on the check and stub); by adding up bundles of cash at the request of a student, issuing a check for the total, and returning the cash to you or to the class treasury (write "cash"); and by paying pupils by check for large backlogs of papers (write "papers"). The final job of the keeper of the checkbook is to note on the stub when a check is cashed, which makes auction day a busy one for that particular job holder.



The keeper of the checkbook is not a banker and is not empowered to cash checks, only to issue them. You will do the cashing, and with a little strategic foot-dragging you can avoid much of this. Most requests will occur just before auctions (see Chapter 3), and at that time you can protect your cash supply by reminding your students that when they make a purchase using a check for more than the purchase, change is forthcoming, just as it is from, say, a thousand-dollar bill.

By instructing your keeper of the checkbook to issue no checks for less than $100 you can encourage your pupils to keep a working inventory of cash on hand and use checks only to consolidate large quantities of money.

3. Paying by direct deposit: the banker

Your fourth or fifth graders may be ready for the next step: having their pay added directly to their bank accounts, available for them to draw out during banking hours. This is a more sophisticated alternative to having a keeper of the checkbook. You will not want both.

If you have a student who has the accuracy with arithmetic and the patience with paper work to handle a job as class banker, you will need to mint very little cash, and your students will glean background experience in yet another facet of economics.

Before opening the bank you will need to run off a supply of deposit and withdrawal slips and receipt forms (pp. 50, 51, 52; make them different colors), round up a recipe-size file box and make an index card for each student, find something to use for a cash box (a shoe box does nicely), and make sure that you have up-to-date copies of the roster; the banker will need one per day.

You will explain to the class that their salaries will now be credited to their bank accounts. In practice, this means that you will write their pay on the roster in use on payday. The money will be safer in the bank than if they received cash because it is insured by the Federal Deposit Insurance Corporation (you). They can get it any day during banking hours by making out a withdrawal slip. The banker will give the cash if it is within the student's balance,

Scholar Bank Transactions Date_____

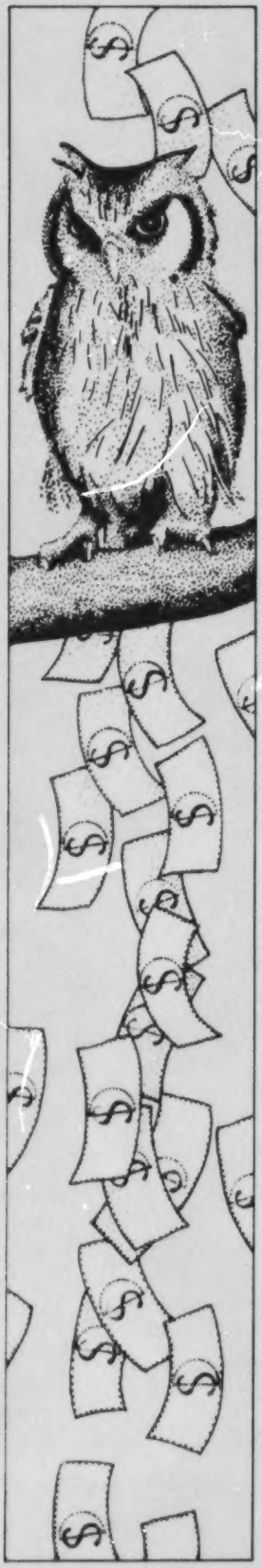
Depositor	Old Balance	Salary Added (if any)	Deposited	Withdrawn	New Balance
Adam	450	100	+50		600
Bruce	750	100			850
Carrie	none	100		-100	none
Joy P.	910	100		-200	810
Joy Q.	5,400	100	+200		5,700
etc.					

file the slip behind the student's name, record the withdrawal on the day's roster, and calculate and enter on it the new balance. Children may also make their own deposits: the banker will then issue a receipt for the cash, file the deposit slip behind the student's name, enter the deposit on the day's roster, and calculate the new balance as before.

Depositing and withdrawing money is so much fun for some children that it can get out of hand and become a mere game unless regulated. To protect the banker from being swamped with trivial demands, it is well to limit each pupil to one transaction per day and put a floor, such as $100, under the size of each transaction.

The banker will need to keep some cash on hand, of course, to cover expected withdrawals; but you, as the Federal Reserve System, will keep most of the money and come to the rescue if there is a run on the bank. If you wish, you may require the banker to keep a record of these transfers between the local bank and the Federal Reserve System. It will come as a surprise to many of your pupils that banks can and do operate from day to day on only a fraction of the money on deposit.

Your students may ask about checking accounts, loans, credit cards, and interest on savings. All of these banking services are worth practicing, but they are also time-consuming, and best avoided if classroom management with profitable use of routine time is your purpose. If, however, your mathematics or social studies curriculum calls for a study of money and banking, you can temporarily superimpose one or all of these services on a functioning class bank during that unit of study and then return it to its previous use as simple repository.



WHAT ECONOMIC CONCEPTS ARE BEING LEARNED?

Scholar Dollar use, as outlined in this chapter, is not primarily intended to teach economic concepts at all. Rather, it is intended to help manage classroom routines in a way which will contribute to academic learning, which it does mainly in two ways: by providing real-life story problems in arithmetic and by giving background experiences which will contribute to later understanding of economics.

You are giving your students a head start in economics merely by using the terminology correctly. You can make their understandings more explicit, if you choose, by incorporating the terminology into vocabulary or spelling lessons. Here are some of the economic concepts the children may have experienced if you have based your classroom organization on an economic model as suggested in this chapter:

1. **Money as a medium of exchange:** You exchange your dollars for your students' papers or their classroom help; they exchange theirs for auction items or privileges (see Chapter 3).

2. **Money as a measure of value:** You probably attach greater value to correctness than to neatness in written work, and this is reflected in your pay formula; your students attach greater value to some auction items than to others, and this is reflected in their bids.

3. **Money as a store of value:** Most of your students keep their money in wallets or in the bank to spend at the auctions, so they have in effect stored the value of their written work or their services.

4. **Checks as currency:** If you pay by check or have a keeper of the checkbook exchange checks for large numbers of papers or large quantities of currency, your pupils learn that a check can be spent like money.

5. **Goods and services:** Your messenger, recycler, paymaster and others provide *services* for which they are paid. In some Scholar Dollar classrooms children manufacture *goods* to sell to each other, such as pencil holders, decorated name tags, Scholar Dollar wallets, and the like.

6. **Producer and consumer:** Students who do assignments for pay, or make goods to sell, or provide services such as supervising the drinking fountain are *producers;* those who pay for the goods and services are *consumers.* Most of the children will have both roles at different times during the day.

7. **Employer and employee:** You, the *employer,* pay your pupils, the *employees,* for turning in papers or doing classroom jobs.

8. **Full employment and moonlighting:** If you demand and pay for papers, you have *full employment.* If you have as many classroom jobs as pupils, you again have full employment; and if you have more jobs being done than pupils, you also have *moonlighting.*

9. **Unemployment and the job market:** *Unemployment* is possible under the pay-for-papers plan only in such a case as a broken arm. Under the classroom-jobs plan, some pupils occasionally elect to be unemployed. More often, at the beginning of the year you haven't yet created enough jobs to go around, and the *job market* is too small.

10. **Job description:** You describe the job and its requirements when you appoint the first set of job holders.

11. **Job application:** By having to state on application forms why they feel competent to do particular jobs, pupils learn that to get jobs they must examine their strengths and their willingness to assume responsibility before they may *apply.*

12. **Salary, wages, piecework:** Some of your students are paid a regular salary for irregular work. For instance, some days the

chalkboard needs to be cleaned several times, and some days only once; but the pay is always the same. Sometimes in your classroom you may arrange to pay by-the-minute *wages* for a one-time job such as stapling booklets. If you pay for papers, it is *piecework* pay, based on the number of papers submitted and the quality of work done.

13. **Wholesale and retail; profit and loss; markup:** Your storekeeper buys paper and pencils from you at *wholesale;* then *retails* them at a 100% *markup;* and thus makes a *profit,* unless some of the cash or merchandise is stolen, in which case your storekeeper sustains a *loss.*

14. **Risk-taking:** Your concessionaires hope to make money, but take the *risk* of a loss because they may bid more than the concession will bring in.

15. **Fringe benefits:** Your concessionaires use their own services free; your paper passer walks around the room more than anyone else. Both are enjoying *fringe benefits.*

16. **Debt and loans:** Some of your students are sure to make small informal *loans* to others because money was lost or left at home, thus placing themselves in *debt.*

17. **Monopoly and competition:** Your concessionaires all operate *monopolies* because you allow only one businessperson in each field. There is, however, *competition* when they are bidding against other students to buy the concession.

18. **Government regulation, wage and price control, and quality control:** There is a lot of *government regulation* in a Scholar Dollar classroom, largely in the form of *wage and price control.* As the government, you regulate not only wages and prices but also the hours when your concessionaires may conduct business, and exert *quality control* over the output of your employees by setting and enforcing criteria of acceptable performance on assigned papers and classroom jobs.

If you wish to carry the economic learnings one step higher, to the analysis level, you can add discussion lessons during which you ask for comparisons between the classroom setup and the outside world. Who is the employer in the classroom? Who are the employees? Are some of their parents employers? Employees? What goods and services can be bought in the classroom? In a grocery store? In a hospital? What service does the paymaster perform? The recycler? What services do firemen perform? Dentists? What is the job description of the grade recorder? What do you think the job description of the janitor might include? Is there any unemployment right now in our classroom? In the town we live in?

Your students are also operating on the analysis level when problems with the system arise and you and they look for solutions to analogous situations in the outside world. Should workers' salaries continue even when they're home sick all week? How is this handled when a secretary or a teacher gets sick? If there are so many papers that the paper corrector falls behind, what should happen? What happens in a store when the lines at the check-out stands get too long? If the demand for balls and jump ropes exceeds the supply at $10 per recess, would it be better to raise the price or put people on a waiting list? What happens when there are too many customers at a bowling alley or a theater?

And so on. These are some of the economic questionings and learnings that can occur in your classroom "free," so to speak, during that twenty percent of school time devoted to necessary routines, plus discussion time if you so decide.

Chapter III

Spending the Scholar Dollars

Your reasons for instituting a system of classroom currency are to smooth routines in a manner that will also teach and to improve academic achievement. Your students' main reason for accepting it, however, is to achieve buying power. This makes it essential that you provide ways for them to spend their Scholar Dollars.

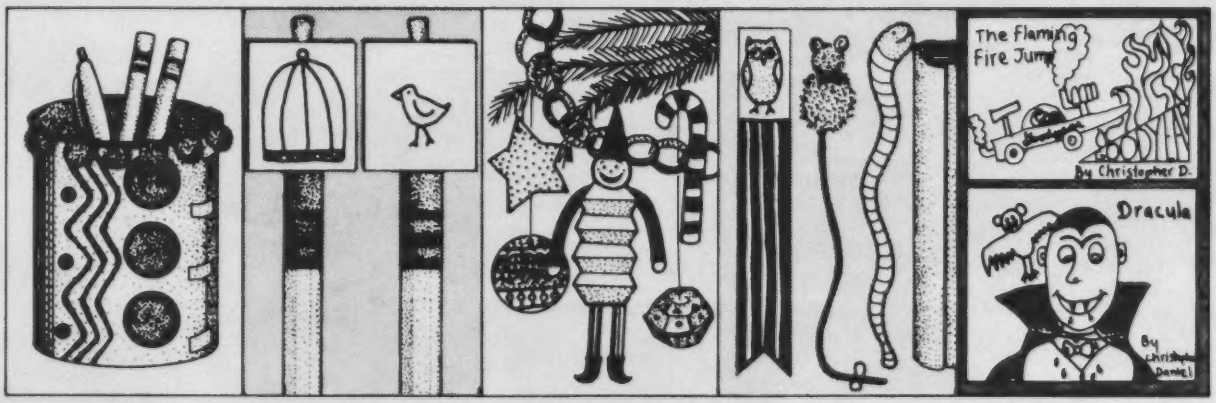
DAILY EXPENSES

Students will spend part of their money daily on drinks, pencil sharpening, trips to the bathroom, ball and jump rope rental, and school supplies, if you have decided to use these channels.

THE RISE OF FREE ENTERPRISE

Some of your more enterprising pupils will set up in business for themselves under your very nose and provide many opportunities for their classmates to spend money, if you allow them to. Almost certain to appear are desk-cleaning and fortune-telling services and a variety of cottage industries such as the manufacture of pencil holders, thaumatropes (see picture below), Christmas tree decorations, bookmarks, greeting cards, and monster and race-car portraits. These can become a focus of class attention and interfere with academics unless held in check.

You may decide to forbid the use of Scholar Dollars for these purposes. On the other hand, you may be troubled by the socialism of the system and wish to encourage your young entrepreneurs in order to tilt it in the direction of free enterprise.



One way to harness this enthusiasm is to license the businesses (p. 59); to require that materials be purchased from you or your storekeeper, whose inventory will now expand to include art and construction paper and tagboard, and possibly also tissue paper, pipe cleaners, and glitter; and to specify times when these activities are allowed. You may decide to permit them on rainy-day recesses, after completion of assigned work, or during interest-center periods and free time. Or you may decide that the learnings are valuable enough and the class sufficiently involved to justify allocating a few art or social studies periods to these free enterprises and to discussions of the economic concepts which emerge. These will include *entrepreneurship*, *scarcity* and *surplus*, and *advertising*, in addition to many already listed on pp. 20-22.

CAUTION: DANGEROUS CURVES AHEAD

Wheeling and dealing in lunches and toy cars, the selling of Scholar Dollars for cash, and a certain amount of gambling will also emerge. These you can hardly control by licensing.

In the case of lunches you may tie it in with what you have been teaching about nutrition: "I don't mind if you sell your desserts and junk food, but you are not to sell the important parts of your meal--the protein dish, the fruits and vegetables, or the milk--because you need those foods to keep your muscles and brains working."

The selling of items brought from home and the exchange of Scholar Dollars for U.S. currency must be nipped in the bud, or it will undermine the system. It is best to address this problem before it arises with some such speech as the following, delivered a day or two after you have introduced the currency:

"There is one thing I must warn you about: you must *never* try to use Scholar Dollars to buy real money or anything worth real money. Your parents would be angry, and so would I, if one of you were to sell your soccer ball, for instance, to a classmate for Scholar Dollars, or pay a real fifty-cent piece for a one-hundred Scholar

Dollar bill. If that starts we'll have to give up the Scholar Dollars and go back to the old way of doing things. If you have a question about whether something you'd like to do with Scholar Dollars is all right, ask me."

The appearance of gambling cannot be ignored, but teachers' responses will vary widely depending upon their individual situations and personal convictions. Here is one nonjudgmental approach: "Gambling laws are different in different cities and states. In this classroom the law prohibits all gambling because it interferes with your studies. When gamblers are apprehended, winnings will be confiscated and participants and observers alike will be fined one hundred Scholar Dollars apiece."

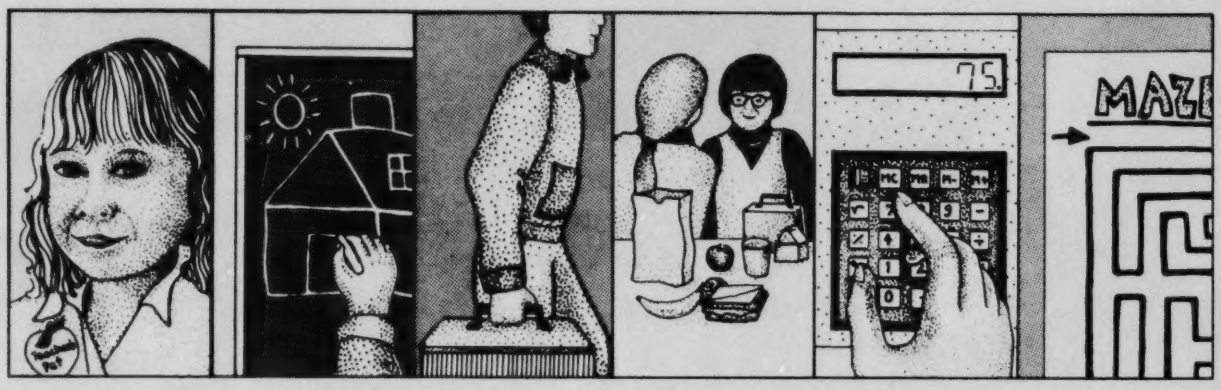
AUCTIONS

By far the largest expenditures in most Scholar Dollar classrooms occur at auctions, however. White elephants, special privileges, and business concessions are the usual merchandise. You can mix them in any combination.

White elephant auctions

It takes about one hundred items to run a successful auction for a class of thirty. Outgrown toys, games, and puzzles; costume jewelry and perfume; books, records, and posters; knickknacks and dust catchers of all kinds sell well.

Where do you get such items? From the parents of your pupils (send a note home explaining the need and requesting to be put ahead of the Goodwill store); from friends with hobbies such as lapidary, ceramics, and woodworking which produce interesting seconds and by-products; from the managers of variety and stationery stores, especially after Christmas; from your own closets and cupboards.



Auctioning off special privileges

If you have scheduled an auction and not enough merchandise shows up, special privileges can come to the rescue. Some popular privileges are: one day as official Teacher's Pet; one day's exclusive use of a chalkboard panel with colored chalk; a weekend visit from the class gerbils (following an invitation from a parent); one lunch as host or hostess to a guest from another room; one math period with unrestricted use of the hand calculator; one ditto master on which is to be drawn a maze to be run off for the class.

Auctioning off business concessions

It works well to auction off concessions right along with white elephants and special privileges. It also works well to have separate miniauctions for the business concessions, as you will probably want to change these every month or so, and you may not want big auctions that often.

How many auctions?

Three or four auctions a year suffice to keep interest up. One of these should be early in the year to show how it works, and one should be the last week of school to retrieve the cash. Another prime time is early December so children can buy gifts for brothers and sisters. When children ask when the next auction is to be held, a productive response is, "When enough merchandise shows up. Maybe some students already have things saved up at home to bring."

Running a smooth auction

Auctions are exciting events in the classroom and loaded with possibilities for learning. They are also loaded with possibilities for bedlam. Several practices have proven their worth over the years in enhancing the learning and preventing the bedlam.

Always two or three children have left their cash at home or are in the toils of debt. Use these children as your changemakers, bill bundlers, and runners (runners deliver purchased items, collect the money, take it to the changemaker, and return the change, if any, to the purchaser).

Always there are some unpaid papers whose owners are frantic to get paid before the auction starts. You can prevent this by either scheduling the auction right after payday and holding further papers till after the auction, or by having an extra pay period just before the auction. In fifth or sixth grade you can also accept graded papers in lieu of cash, but most third and fourth graders find the mental addition of odd amounts too frustrating.

Always some children want to keep the proceeds from their white elephants themselves; or they want their items sold on consignment; or they try to make under-the-counter sales to friends before giving you the rest of the contributions from home. All of these practices lead to hard feelings. The class should understand in advance that this is the way you retrieve the money to pay out again, so will they please leave at home any items that they're not willing to have auctioned off in the regular way.

Set your timer and stop auctioning promptly when it rings. Thirty minutes is plenty in third grade; fifth graders can handle about an hour.

During the auction itself, allow only those students to bid who are in their own seats and raising their hands quietly. Don't repeat the bids unless asked, so that the children are forced to listen. If things get noisy anyway, stop taking bids. The pupils will usually shush each other; if they don't, put the remaining auction items firmly back in the box to be saved until next time, and either stop the auction then and there or go on to another section, such as privileges or concessions.

Before accepting bids, be sure to mention the rhinestone missing from the earring and the scribble on the flyleaf so the children will be aware if they're bidding on defective merchandise.

All bids are binding. If purchasers wish to return goods for refund, you'd be well-advised to refuse, as this can lead to endless recycling. If this seems unduly

harsh, you may decide to accept the item and refund half of the purchase price.

Sell nothing after the timer rings. There are always importunate youngsters who plead with you; but if you sell to one, suddenly there are ten.

Economic concepts involved in auctions

Several economic concepts are implicit in an auction, and you may decide to make some of them explicit during a subsequent discussion lesson. Among these are the concepts of *scarcity, surplus,* and the *competitive bidding up of prices; the relationship of price to money supply; money as a measure of value;* and *opportunity cost.*

ADAPT SCHOLAR DOLLARS TO YOUR TEACHING STYLE

The spending as well as the earning of Scholar Dollars lends itself to a piecemeal approach. You will probably decide to start small, allowing at first only the daily use for needs such as pencil sharpening, plus an occasional white elephant auction to encourage and reward those who plan ahead and get their pencils sharpened when it's free. When you start small, you can work out further use for Scholar Dollars as it feels comfortable to do so. The system will then become your class's way of doing things rather than a mandate from above.

Ideas in these chapters are ones that have worked well, but they are descriptions, not prescriptions. As you try them out you will find that your students accept them enthusiastically and learn from them whatever the style of use or level of involvement.

Chapter IV

Three Pitfalls and How to Sidestep Them

Three problems accompany the use of classroom currency: theft and loss, fund pooling, and the charge of materialism. All are results of the intense involvement of children in the system.

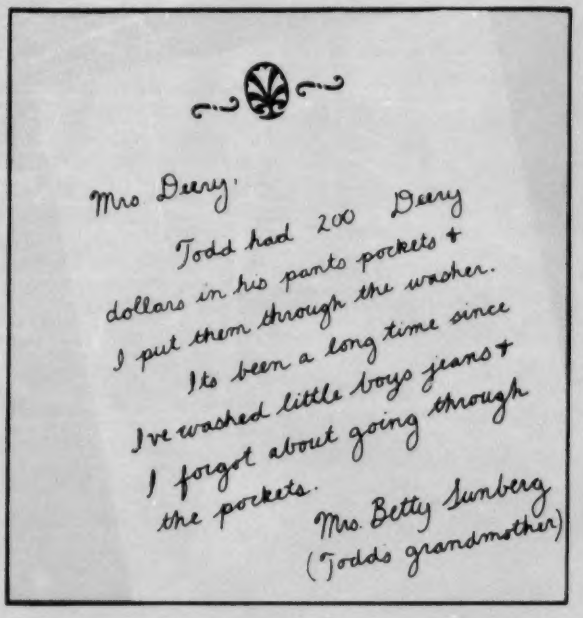
THEFT AND LOSS

"Hey, somebody stole my--oh, here it is," is the story of most classroom "thefts," whether of pencils, lunches, or Scholar Dollars. Occasionally it goes beyond this, to be sure, but certain common-sense practices can minimize the problem.

You will of course keep your working inventory in your own purse or billfold and use it for, among other things, rewards for honesty in turning in money found on the floor. Your main supply will be kept in what you can mysteriously refer to as "the vault," never revealing its location. The class treasury will be fairly safe if kept in a high and conspicuous spot in the classroom with the names of the current paymasters posted nearby.

As to preventing loss and theft by individual children from each other, Rule One is *never* to replace money yourself unless a note from a parent certifies that thus-and-such an amount went through the laundry and was destroyed. Express sympathy, announce the loss, request return of the envelope if found, and ask what measures can be taken to prevent this from happening to anyone else.

The measures are obvious, of course: keep most of your money out of sight, preferably at home or in the class bank; put your name on the envelope or wallet; don't brag about your bankroll or show it off. But the fun of counting and recounting money and the joy of displaying conspicuous wealth often outweigh caution. The lesson is better learned now with Scholar Dollars than later with U.S. currency.



Mrs Deery,

Todd had 200 Deery dollars in his pants pockets & I put them through the washer. Its been a long time since I've washed little boys jeans & I forgot about going through the pockets.

Mrs. Betty Sunberg
(Todd's grandmother)

The use of paychecks or direct deposit into a Scholar Bank account (pp. 17-18) makes it easy for the prudent ones to keep their money safe. These practices raise gloating to a higher level of abstraction, however, and many children would rather count bills.

When theft occurs and a possible culprit is accused, you have a truly Teachable Moment: when evidence is only circumstantial, you can point out the protection against frame-ups embedded in our legal system--that accused persons are presumed innocent until proven guilty. When guilt is established beyond a shadow of a doubt, there must be restitution with added penalty, followed by full reacceptance of the culprit. Paid is paid; the lesson is presumed to have been learned; and the victim, it is to be hoped, has learned a lesson, too, and will henceforth keep money out of sight.

Feelings will need to be ventilated, both the angry feelings of the victim, who wants someone to pin anger on, and the injured feelings of the accused. It is humiliating to face accusation of a crime you committed, but it is devastating to face accusation of a crime you didn't commit. Handled with firmness, fairness, and compassion, either situation can help all your students become more empathetic.

FUND POOLING: SCHOLAR DOLLAR CLUBS

Fund pooling is one of the inevitable results of having classroom currency. Two or three children decide to put their money together for the pure joy of having access to a thousand-dollar bill, perhaps, or of having a proprietary interest in a huge bundle of cash. Then, come the auction, they don't want to divide it evenly and they can't remember how much each member contributed, so there are hard feelings.

In the lower grades it is best to outlaw the practice. It will continue despite the ban, but in secret, and hence you will not be asked to arbitrate the resulting disputes. In the upper grades it can be turned into a learning situation by requiring that careful records be kept of club receipts and disbursements. The club treasurer will probably quit after a few days and funds will be divided among members. In the meantime there will have been a lot of practice in adding and subtracting.

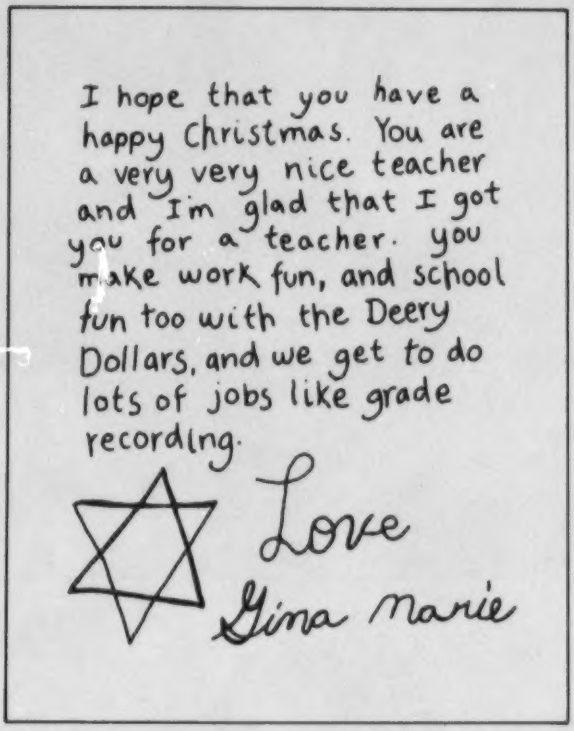
THE CHARGE OF MATERIALISM BY PARENTS

Occasionally parents may have a concern that classroom currency will promote materialistic values. They may feel that their children should study, not for rewards, but either because it is their duty to prepare for the future or for the pure joy of learning.

In response, you may wish first to explain that one of the purposes of classroom currency is to simulate the economic system that their children will be involved in as adults, so they are learning something from the system which will indeed help them prepare for the future.

Next, you may wish to draw an analogy with teaching. You, yourself, enjoy your career as a teacher, at least many aspects of it, and much of what you do is directed by a sense of duty to your charges; but you would not spend five days a week teaching if you were not paid to do so. If you know the parents well enough, you may also ask whether the same is not true in their cases.

The parents still may not see the matter in the same light as you, and may request that their child be withdrawn from the system. It is quite feasible to give regular grades to that one child and to pay extra with thank-you's, handshakes, and happy grams for jobs well done. This has happened in the author's class only once in twelve years of using currency, and it lasted just two weeks. Then the mother called to say that her son had convinced her that the system was a good one after all, and to ask that he be reinstated.


I hope that you have a happy Christmas. You are a very very nice teacher and I'm glad that I got you for a teacher. you make work fun, and school fun too with the Deery Dollars, and we get to do lots of jobs like grade recording.
Love
Gina Marie

Parents are, in fact, almost universal in their support of the system. Their first comments are usually about its power to motivate academic work. Next they notice its value in applied arithmetic practice. Some may observe that their children are showing surprising economic and career insights. They will probably not be aware, unless you point it out to them, of your original reason for using classroom currency: to turn routine time into learning time. Any one of the four reasons would justify adopting the system. Once it is adopted, the enthusiasm of your students will be a fifth reason to carry it on.

Owl portraits on the Scholar Dollar currency (pp. 37-46) are: on the one, Great Gray Owl; on the two, Boreal Owl; on the five, Short-eared Owl; on the ten, Barn Owl; on the twenty, Long-eared Owl; on the fifty, African Boobook Owl; on the one hundred, Elf Owl; on the five hundred, Burrowing Owl; on the one thousand, Great Horned Owl; on the ten thousand, Snowy Owl.

Owl species portrayed in the illustrations are: Foreword, Long-eared Owl; Table of Contents, Short-eared Owl; p. 1, Barn Owl; p. 6, Giant Eagle Owl; p. 8, Screech Owl, gray phase; p. 9, Eagle Owl; p. 19, Boreal Owl; p. 20, White-faced Scops Owl; p. 21, Northern Barred Owl; p. 22, Oriental Eagle Owl; p. 35, Barn Owl. The owl on p. 10 is conventionalized.

Owls on the backside master, here used as the frontispiece, starting at the top and reading clockwise, are: White-faced Scops Owlet; Snowy Owl; Great Gray Owl; Screech Owl, gray phase; Tengmalm's Owl; White-faced Scops Owl; Burrowing Owl; Screech Owl, red phase; Boreal Owl; Eagle Owl; Short-eared Owl; Barn Owl; Saw-whet Owl; and Great Horned Owl.

Reproducibles

You can personalize your Scholar Dollars. They have been called, by various users, Byman Bucks, Corman Cash, Deery Dollars, Jones Jack, Miller Moola, and Whipple Wampum. White out the lettering on the bills and replace it with your own before duplicating. This will help separate your bills from those of another teacher in your building who may also be using them.

Print each denomination on a different color of paper. This makes sorting easy and deters counterfeiting. There has been no counterfeiting in the author's class since white bills were replaced with color coded ones ten years ago. Scholar Dollars are economical: one ream of each color is many years' supply for one classroom.

If you can't color-code you can size-code to help in sorting. The Dragon Dollars (p. 47), designed by a middle-school student, can be used in this way. Dragon Dollars are also useful for special lessons in which you want every class member to start with the same amount of cash.

If you are studying money and banking, you may prefer to have your class design its own bills. Give your students 3 x 5 cards cut to 2¾ x 5 (six of these fit on a master). You can suggest that they include some of the symbols and numbers found on regular bills, your Federal Reserve District number, a space for a serial number, and the name of your classroom community if you have adopted one.*

*Lesson 6, "Know Your Dollar," in *Money and Banking*, has information about the many symbols and numbers on bills, translations of the Latin phrases, a Federal Reserve map on which to find your Federal Reserve District number, and much more which can take bill designing beyond art activity. This book is written for use in upper elementary grades and single copies are available at no cost to teachers in Washington State, and for $5.00 to teachers elsewhere from the Washington Mutual Savings Bank, MONEY AND BANKING Educational Series, P.O. Box 834, Seattle, WA 98111, Attn.: Bill Ekse, Vice-president.

You do not need to start with all denominations. To emphasize the decimal nature of our money system you may choose to make only ones, tens, hundreds, thousands, and ten thousands. The addition of fives makes the paymaster's job easier.

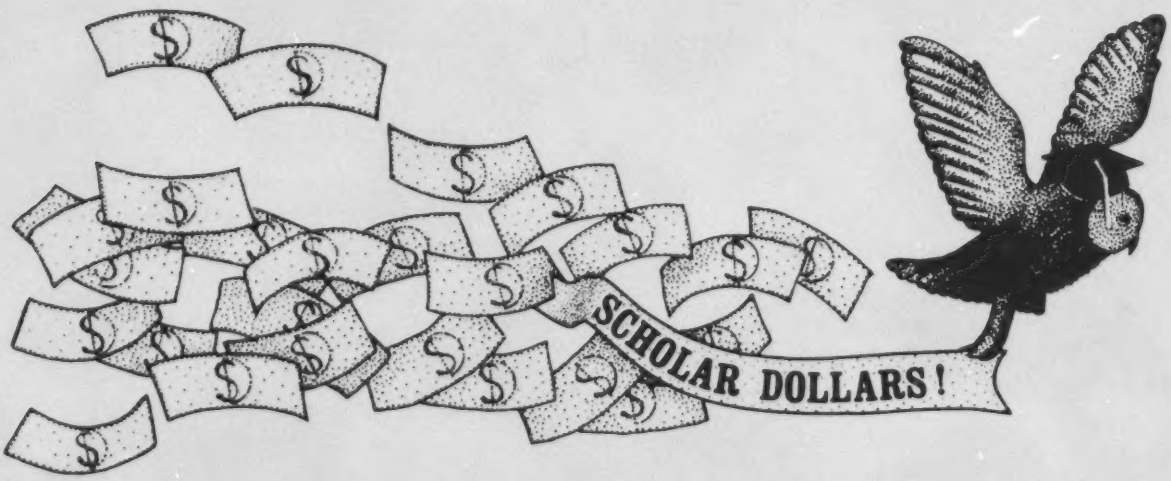
If you adopt the pay scale used in the classroom setup described in Chapter 2, you will need to start out with approximately these numbers of bills:

Ones	100 sheets (600 bills)
Fives	100 sheets (600 bills)
Tens	200 sheets (1200 bills)
Hundreds	50 sheets (300 bills)
Thousands	10 sheets (60 bills)
Ten thousands	5 sheets (30 bills)

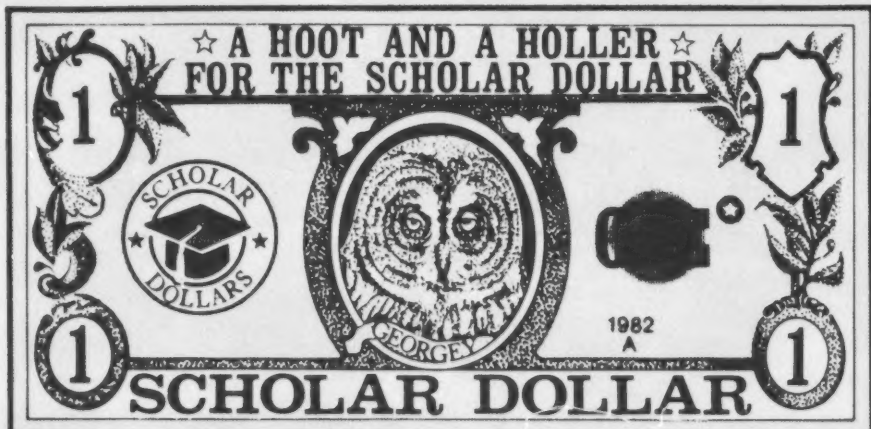
Shoe boxes are a good size for the bills, and two of them accommodates this amount of money very nicely.

It adds a touch of class to put a design on the backsides of the bills and bank forms. The frontispiece, on the reverse side of the title page, is intended to be used in this way, but of course backside printing works well only when photocopied rather than dittoed.

Use or nonuse of a backside pattern is a good way to differentiate between bills used in different rooms in the same building, and creation of different patterns for use on the backsides is a possibility for student art.



Dimes		Cents		Mills	
.1	DIME	.01	CENT	Note: There are no real mill coins. Mills are an accounting convention. They represent $0.001	
.1	DIME	.01	CENT	.001	MILL
.1	DIME	.01	CENT	.001	MILL
.1	DIME	.01	CENT	.001	MILL
.1	DIME	.01	CENT	.001	MILL
.1	DIME	.01	CENT	.001	MILL
.1	DIME	.01	CENT	.001	MILL
.1	DIME	.01	CENT	.001	MILL
.1	DIME	.01	CENT	.001	MILL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GEORGE
1982
A
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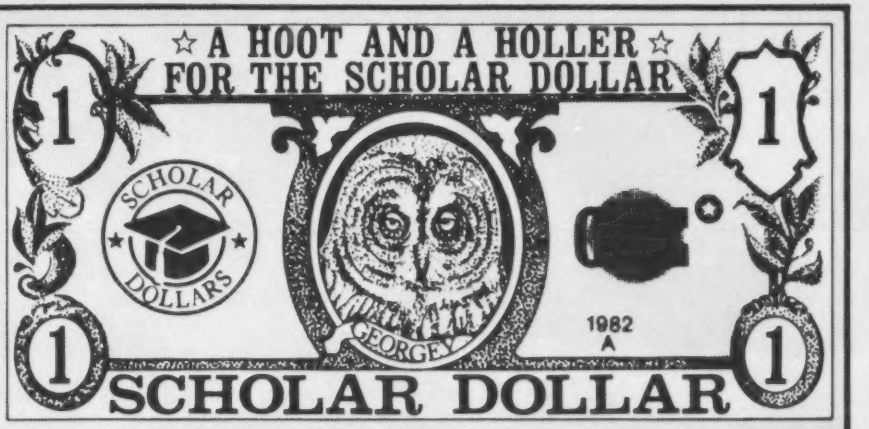
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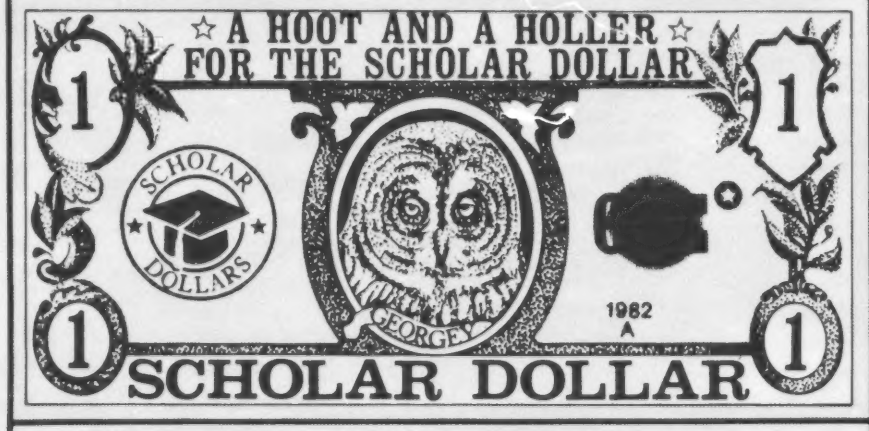
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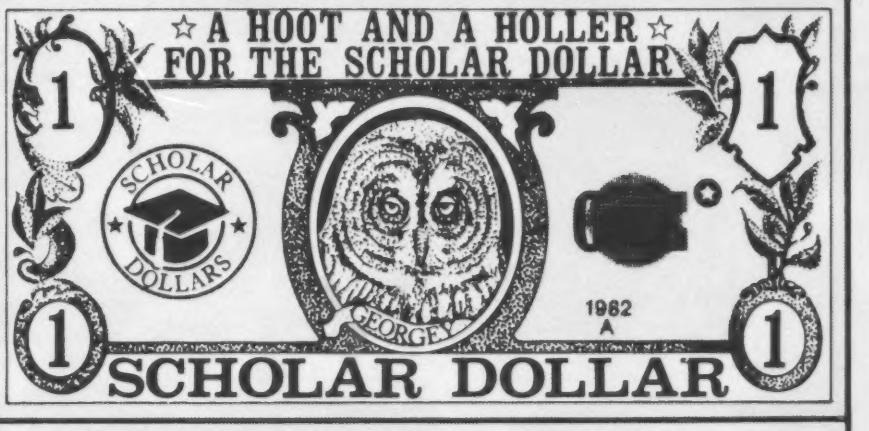
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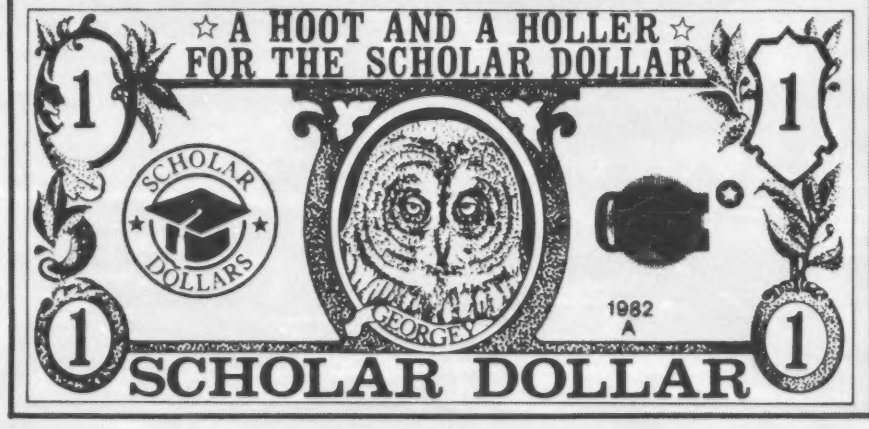
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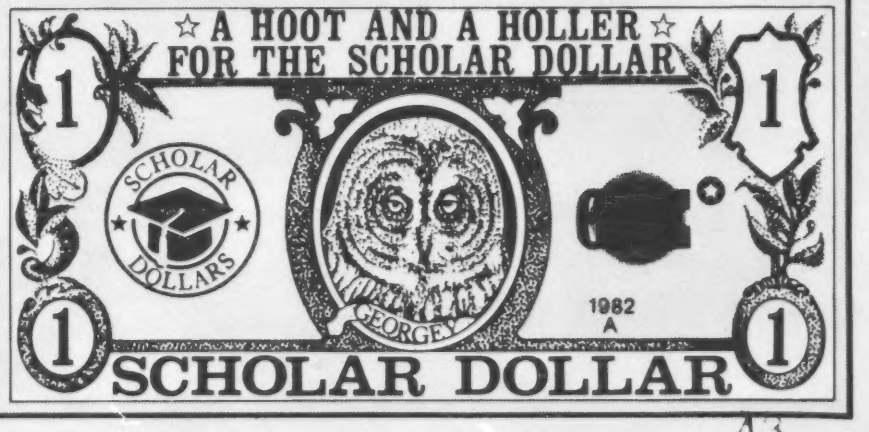
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FOR THE SCHOLAR DOLLAR
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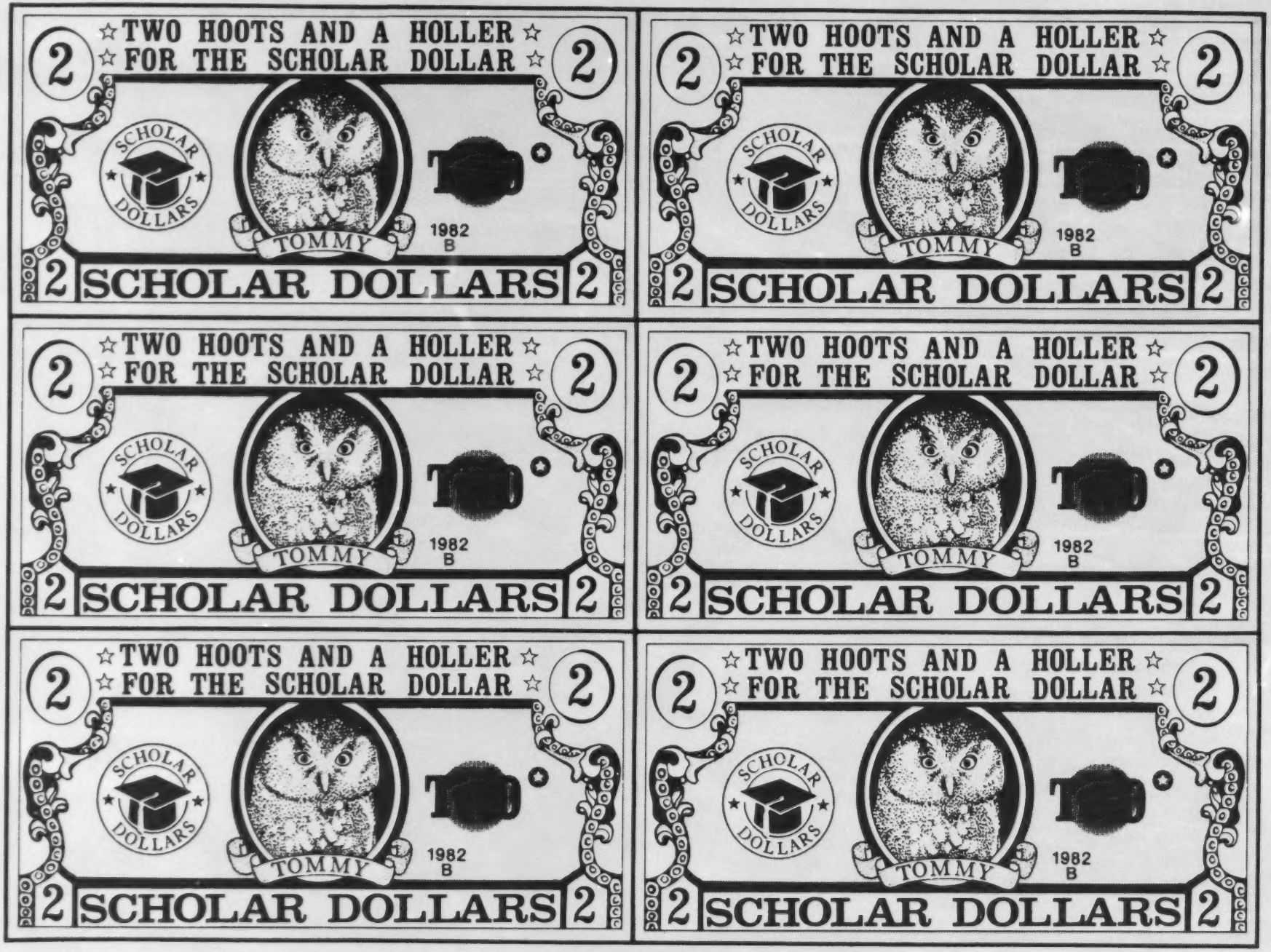
42

43


☆TWO HOOTS AND A HOLLER☆
☆FOR THE SCHOLAR DOLLAR☆
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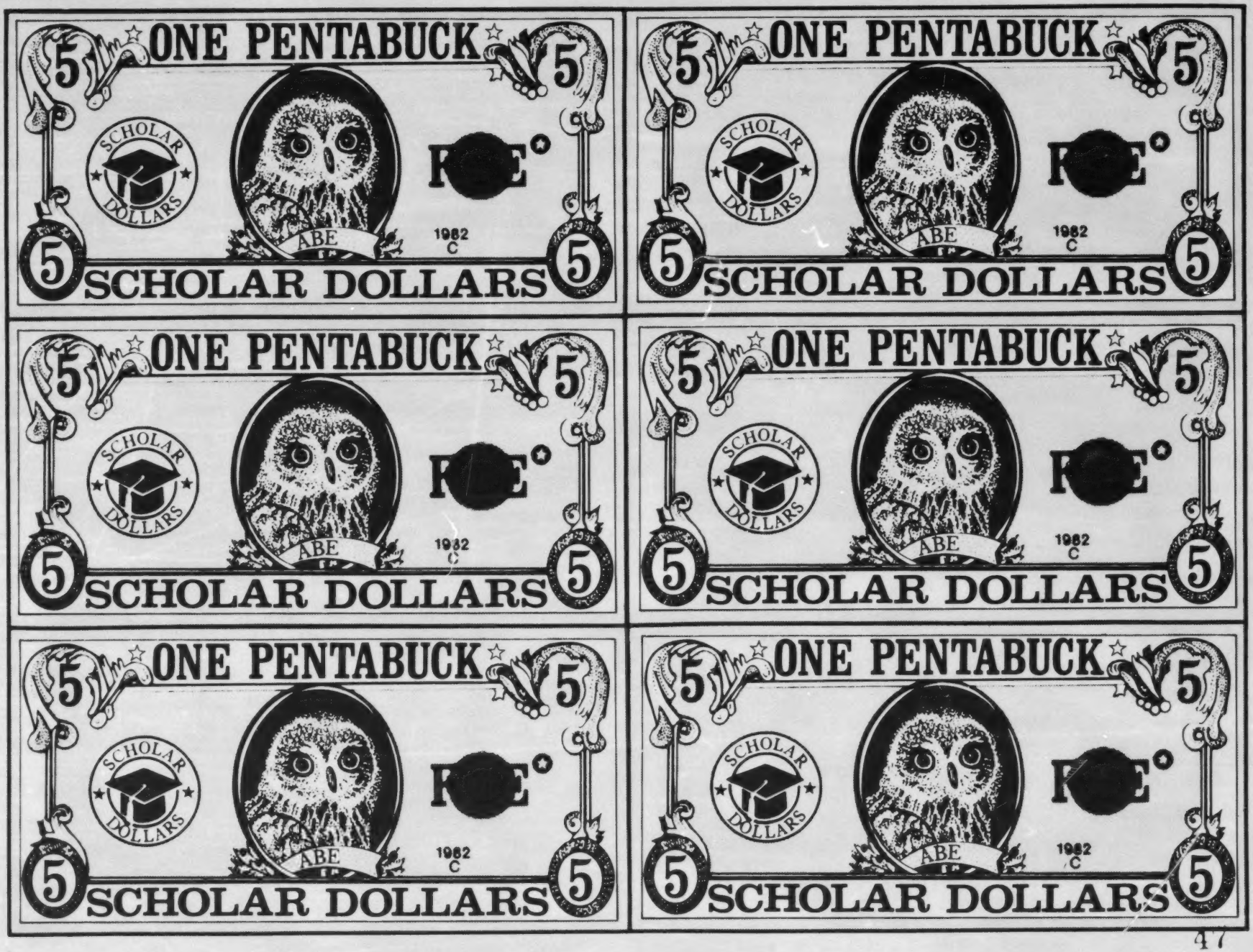
DOLLARS
TOMMY
1982
B
2 SCHOLAR DOLLARS 2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5
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ABE
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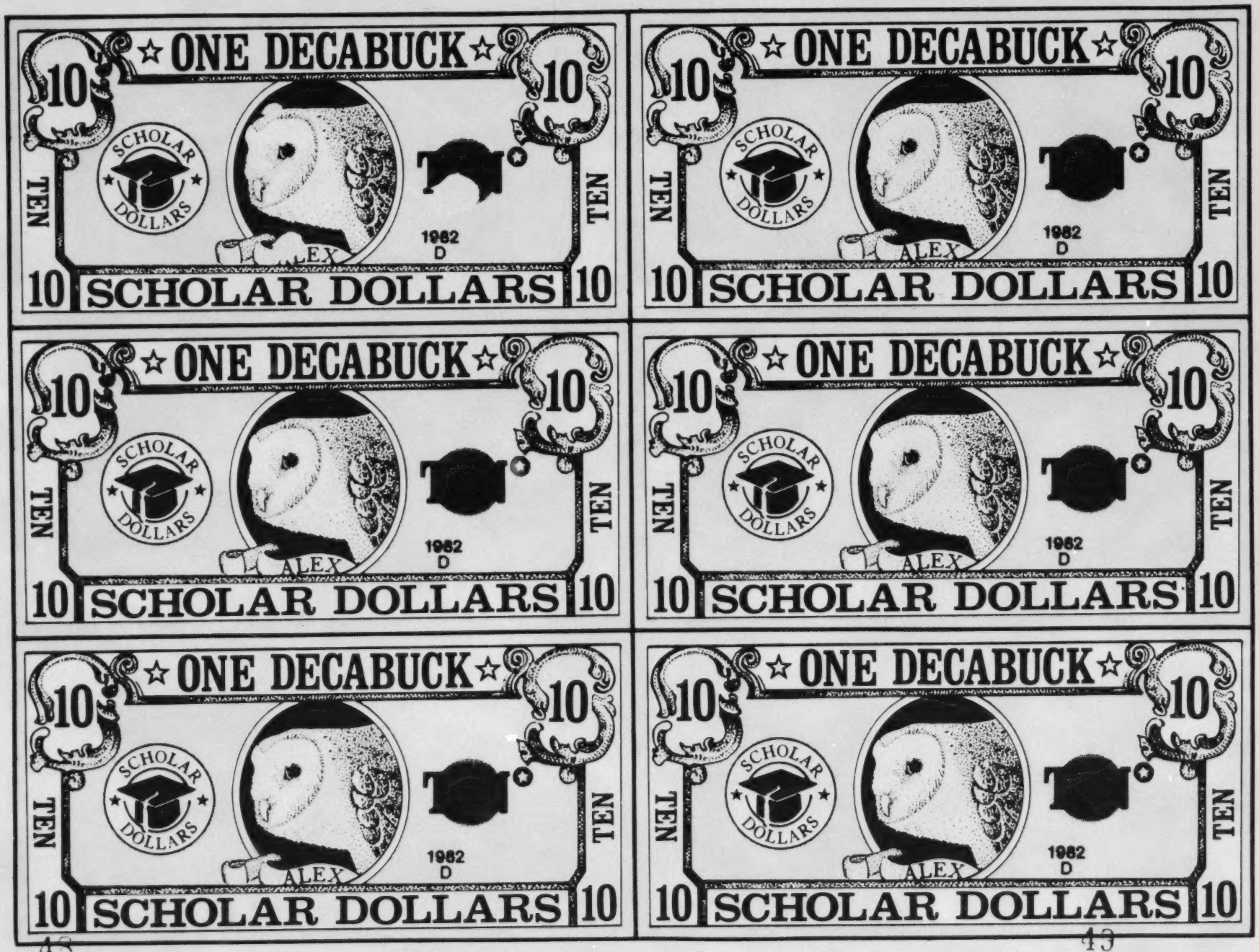
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TEN
SCHOLAR
DOLLARS
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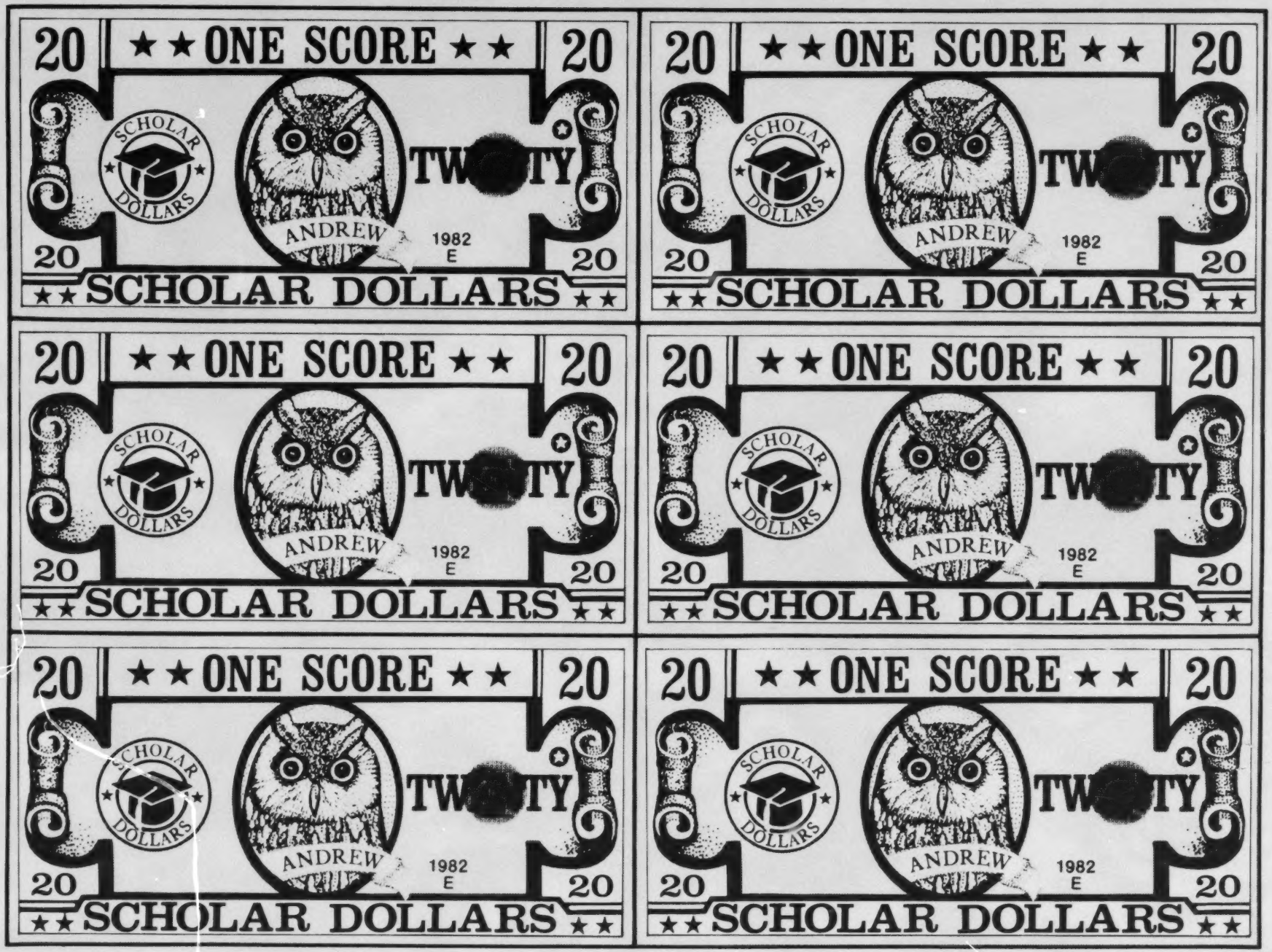
SCHOLAR DOLLARS


20 ★★ONE SCORE★★ 20
SCHOLAR DOLLARS
ANDREW
1982
E
TWENTY
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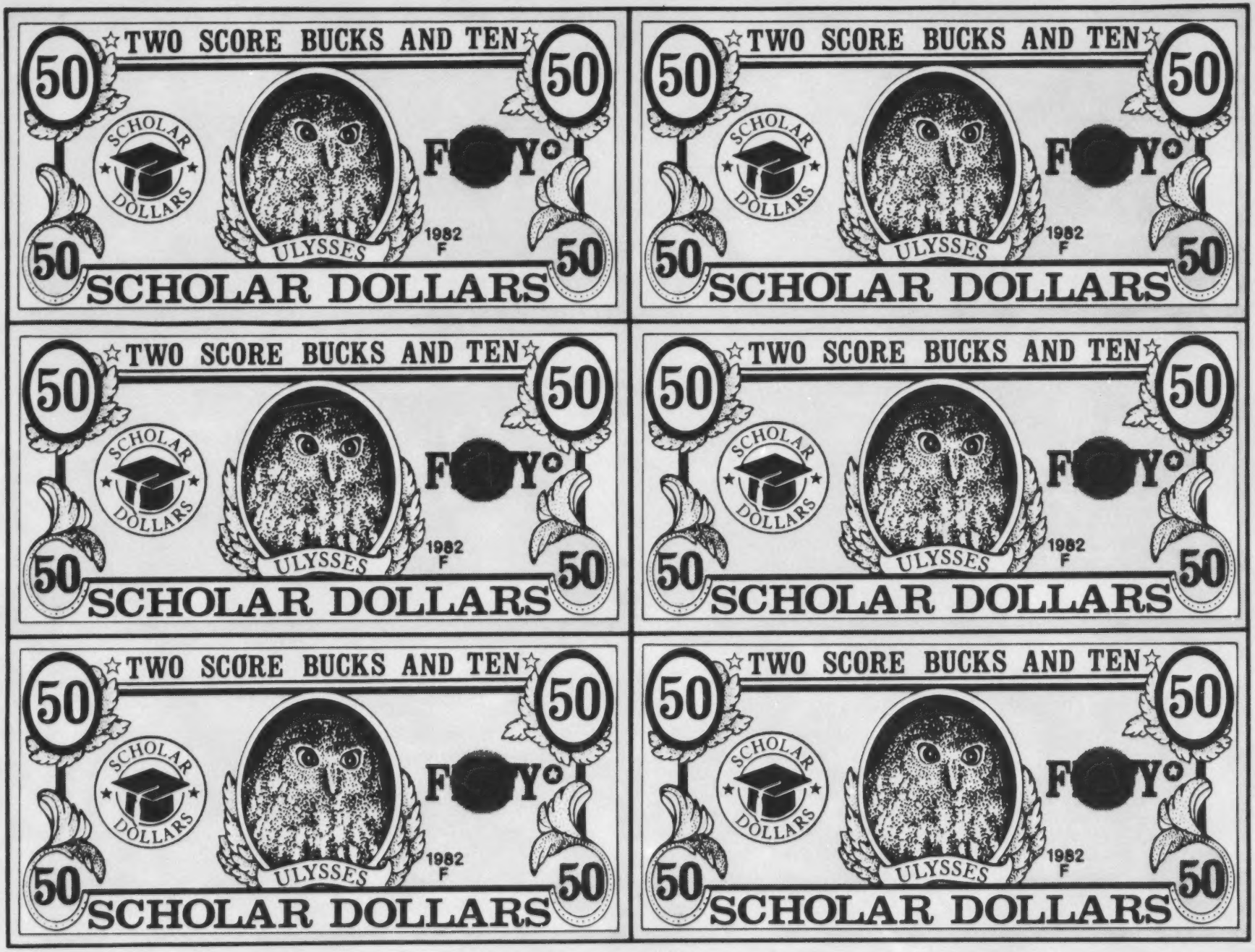
20
★★SCHOLAR DOLLARS★★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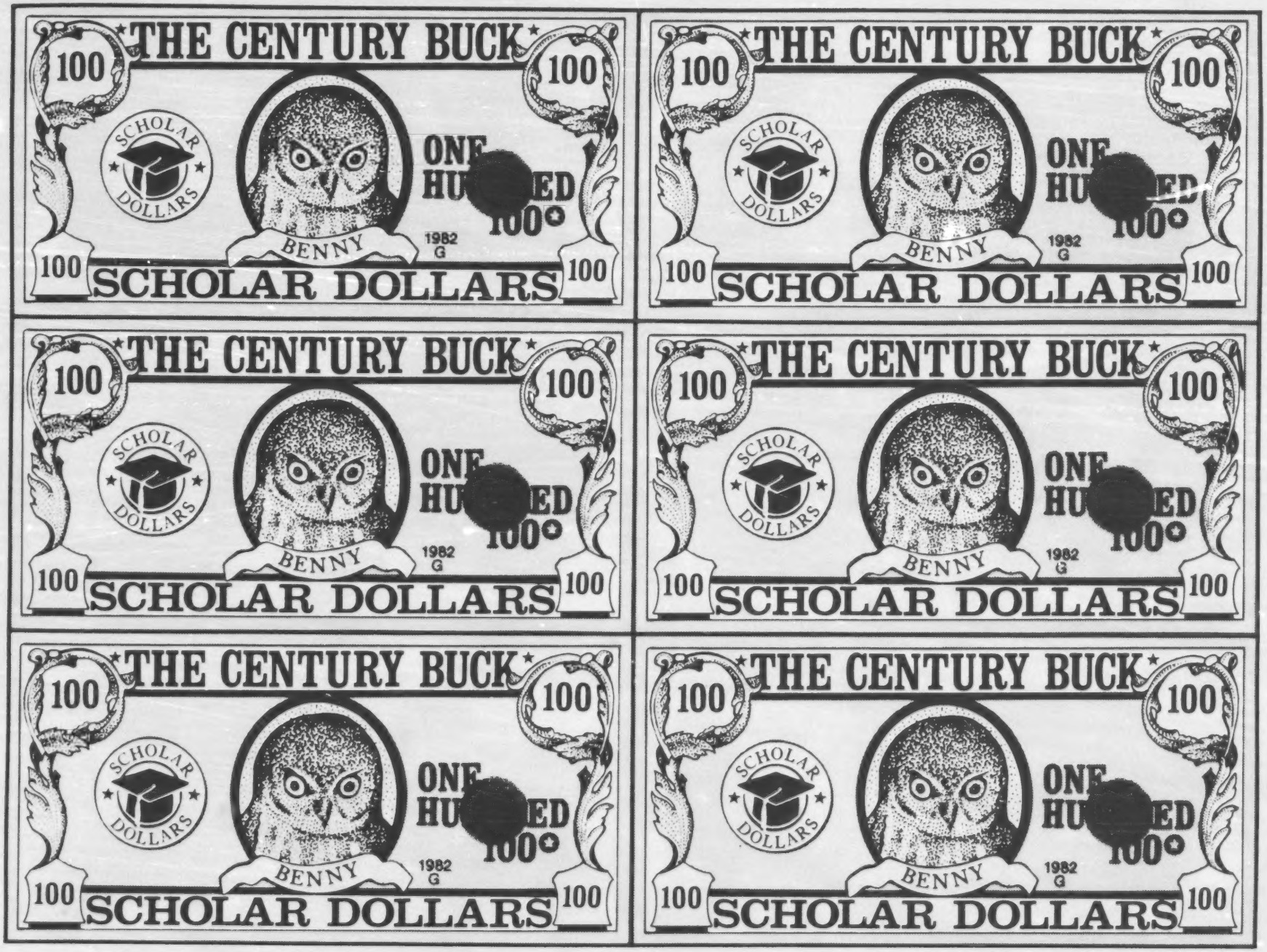
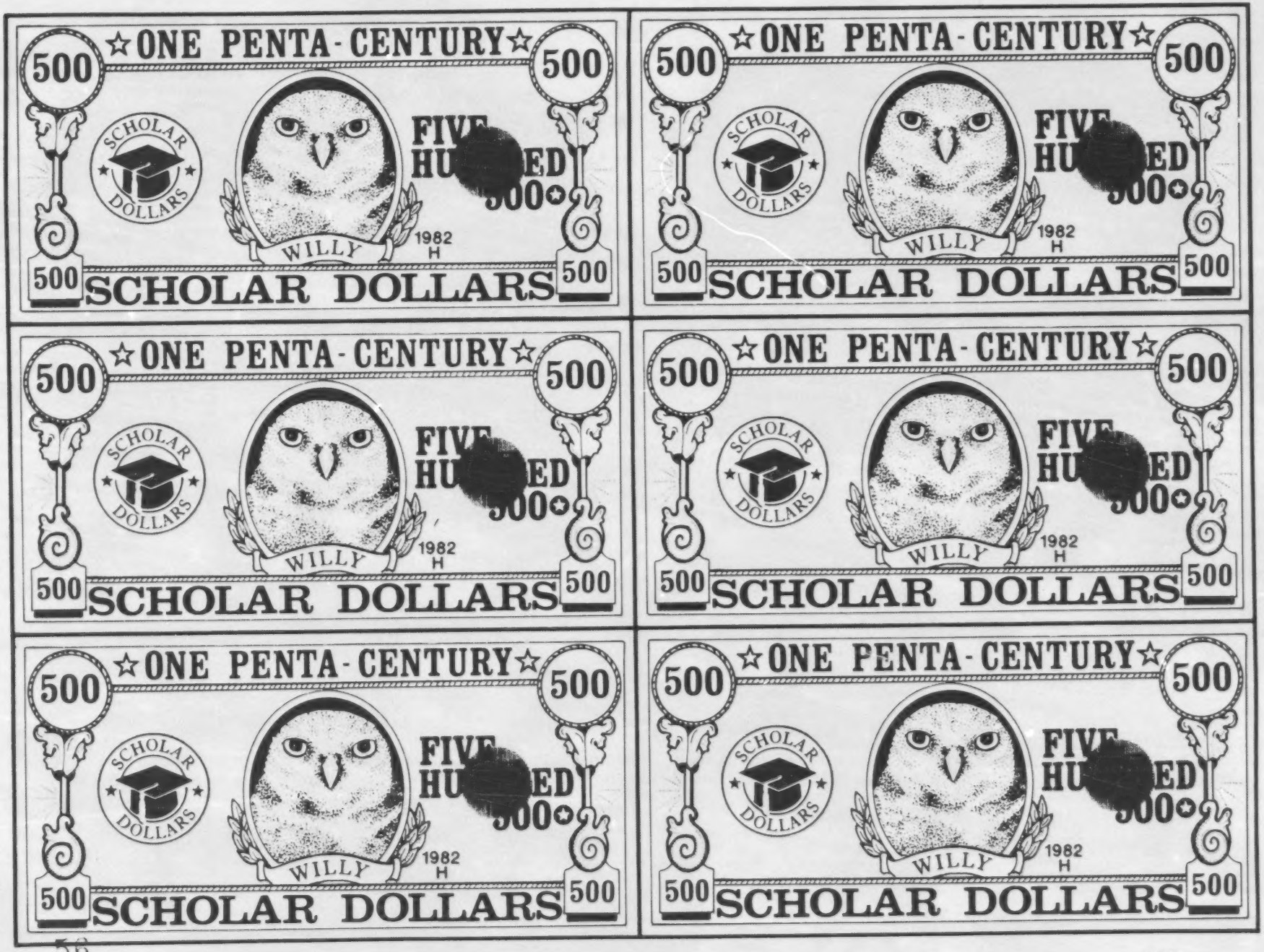
DOLLARS
ULYSSES
1982
F
SCHOLAR DOLLARS

42

52

53


THE CENTURY BUCK
100
SCHOLAR DOLLARS
BENNY
1982
G
ONE
100


ONE PENTA-CENTURY
500
SCHOLAR DOLLARS
WILLY
1982
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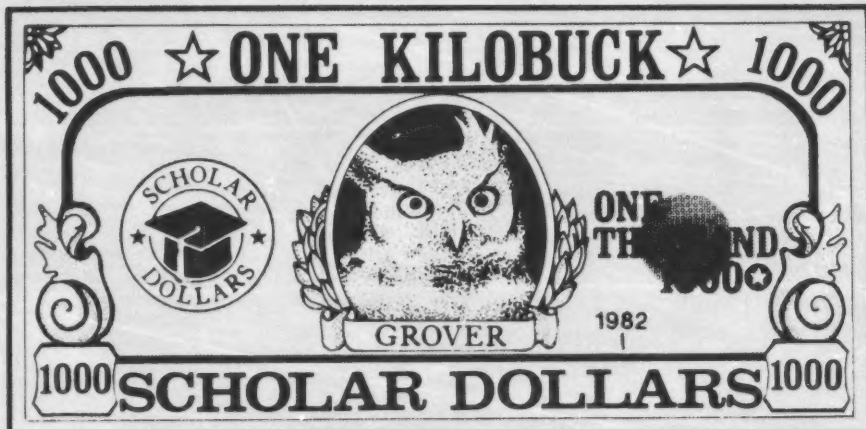
1000 ☆ONE KILOBUCK☆ 1000
SCHOLAR DOLLARS
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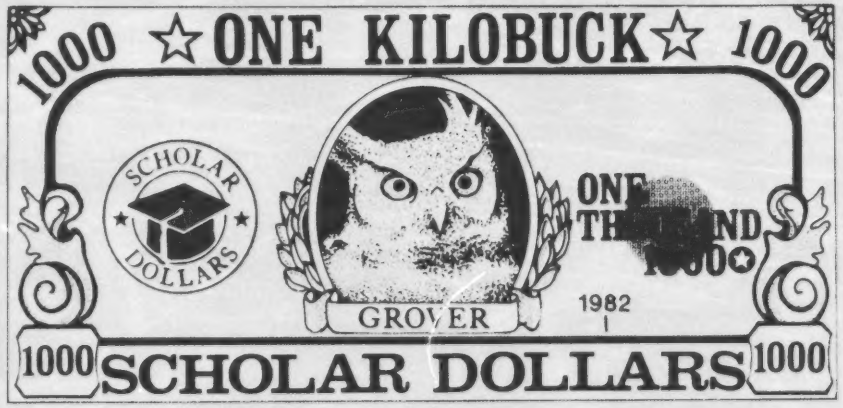
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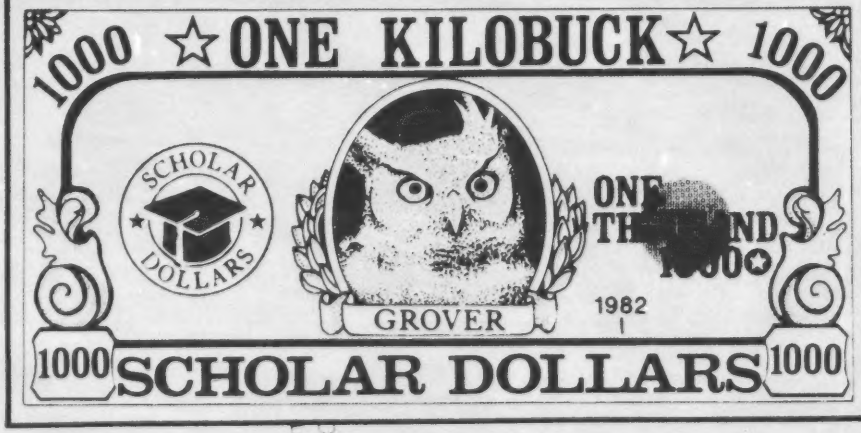
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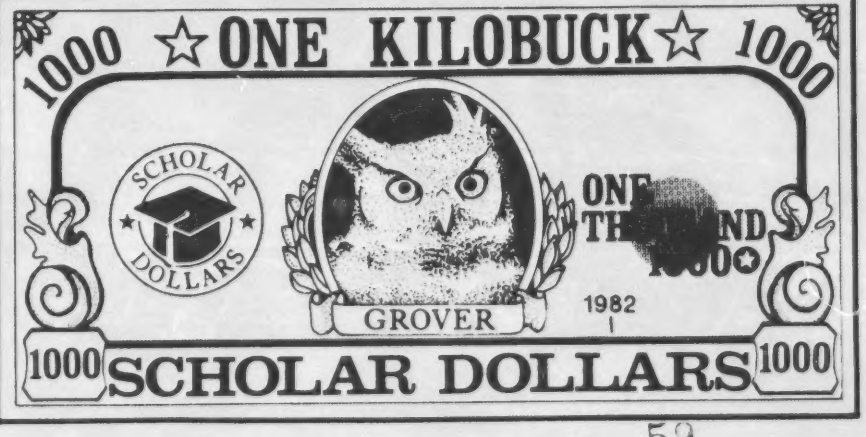
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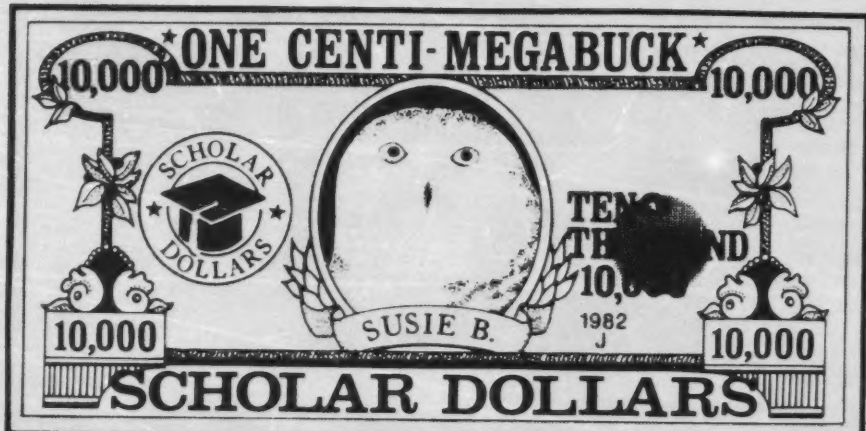
ONE CENTI-MEGABUCK
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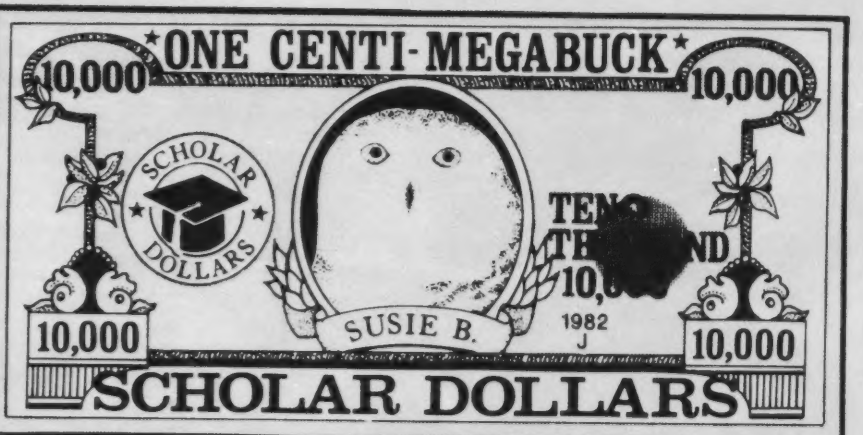
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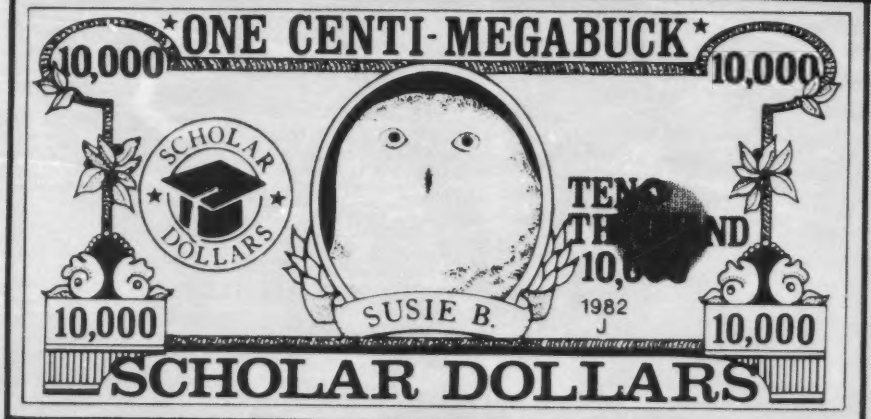
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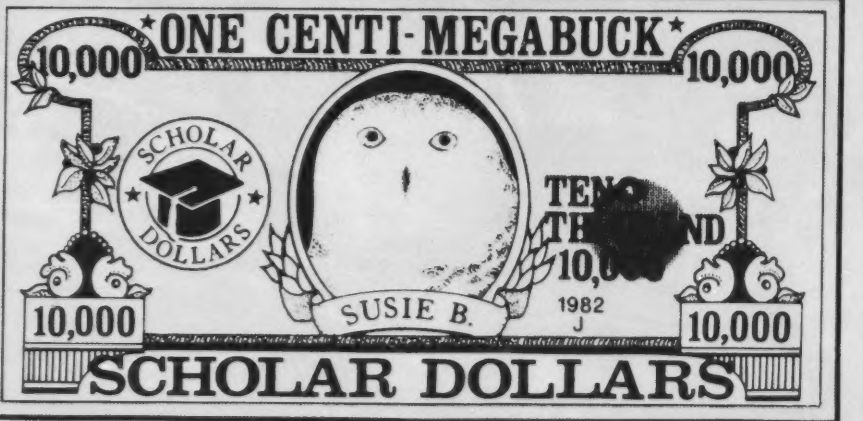
ONE CENTI-MEGABUCK
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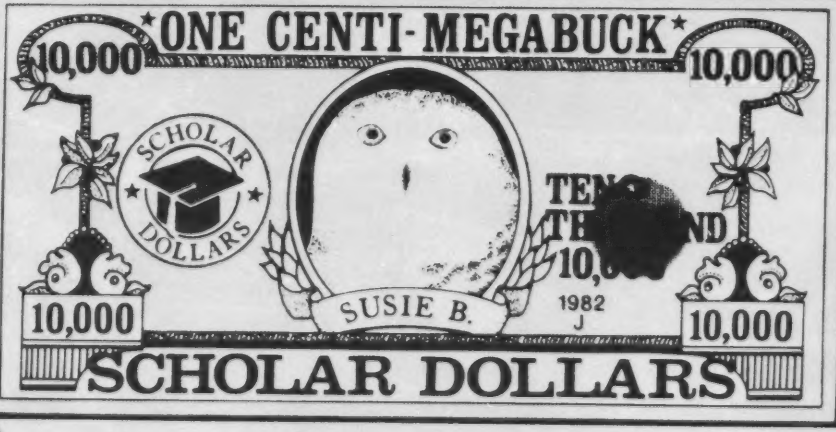
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ONE CENTI-MEGABUCK
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SUSIE B.
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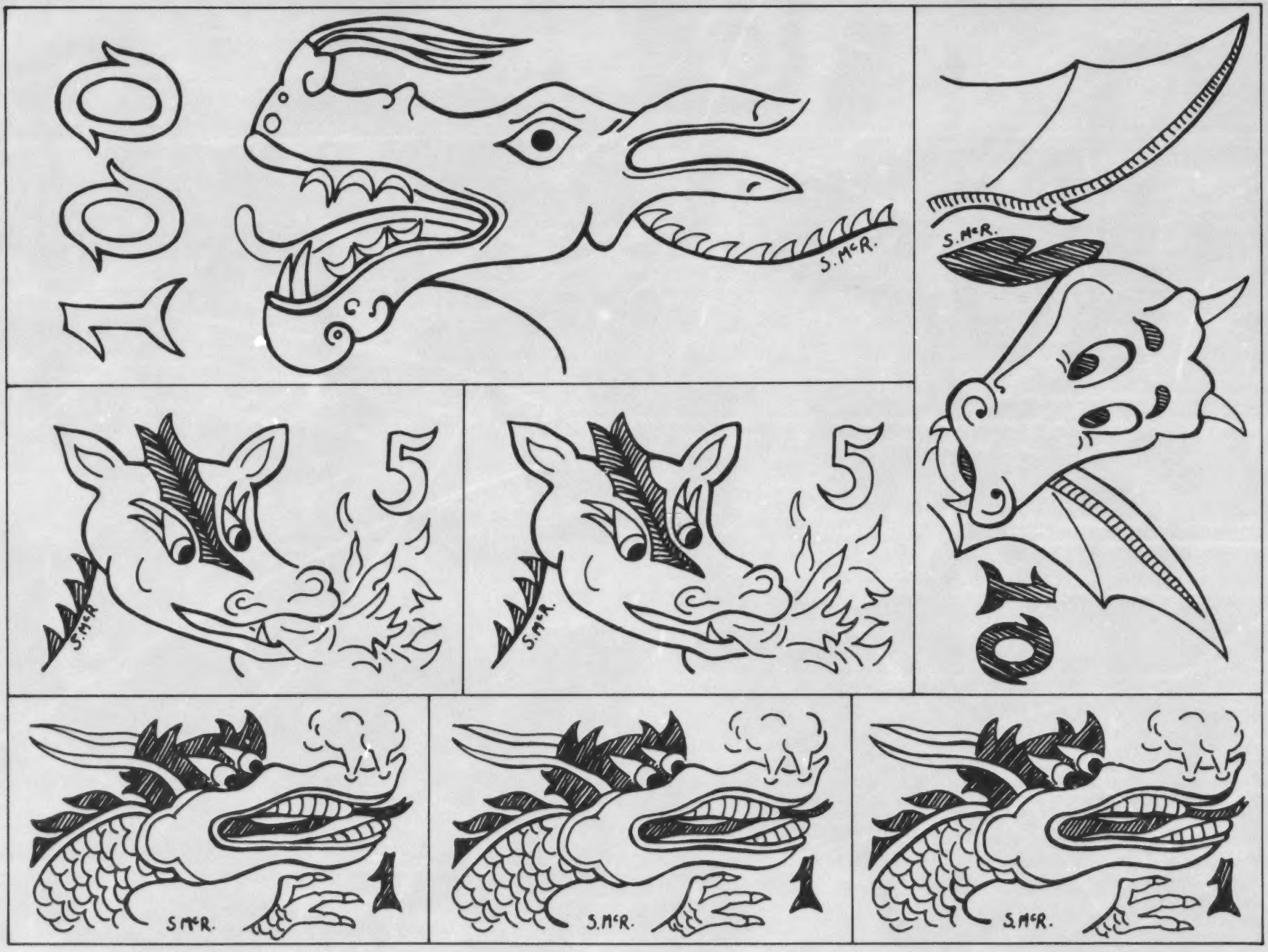
10,000
SCHOLAR DOLLARS

60

61



62

63

Paycheck
No. _____
Date _____

To _____

Amount $ _____

For _____

Date cashed _____

Paycheck

No. _____
Date _____

Pay to the order of _____ $ _____

_____ SCHOLAR DOLLARS

SCHOLAR BANK

For _____ _____

Authorized Signature

Paycheck
No. _____
Date _____

To _____

Amount $ _____

For _____

Date cashed _____

Paycheck

No. _____
Date _____

Pay to the order of _____ $ _____

_____ SCHOLAR DOLLARS

SCHOLAR BANK

For _____ _____

Authorized Signature

Paycheck
No. _____
Date _____

To _____

Amount $ _____

For _____

Date cashed _____

Paycheck

No. _____
Date _____

Pay to the order of _____ $ _____

_____ SCHOLAR DOLLARS

SCHOLAR BANK

For _____ _____

Authorized Signature

Paycheck
No. _____
Date _____

To _____

Amount $ _____

For _____

Date cashed _____

Paycheck

No. _____
Date _____

Pay to the order of _____ $ _____

_____ SCHOLAR DOLLARS

SCHOLAR BANK

For _____ _____

Authorized Signature

Personal Check
No. _____
Date _____

To _____
For _____
Old balance _____
This check – _____
New balance _____

Personal Check

No. _____
Date _____

Pay to the order of _____ $ _____

_____ SCHOLAR DOLLARS

SCHOLAR BANK

For _____ _____
Authorized Signature

Personal Check
No. _____
Date _____

To _____
For _____
Old balance _____
This check – _____
New balance _____

Personal Check

No. _____
Date _____

Pay to the order of _____ $ _____

_____ SCHOLAR DOLLARS

SCHOLAR BANK

For _____ _____
Authorized Signature

Personal Check
No. _____
Date _____

To _____
For _____
Old balance _____
This check – _____
New balance _____

Personal Check

No. _____
Date _____

Pay to the order of _____ $ _____

_____ SCHOLAR DOLLARS

SCHOLAR BANK

For _____ _____
Authorized Signature

Personal Check
No. _____
Date _____

To _____
For _____
Old balance _____
This check – _____
New balance _____

Personal Check

No. _____
Date _____

Pay to the order of _____ $ _____

_____ SCHOLAR DOLLARS

SCHOLAR BANK

For _____ _____
Authorized Signature

Withdrawal

Withdraw from my
SCHOLAR BANK account $_____

_____ SCHOLAR DOLLARS

Date	Sign here for cash received

Withdrawal

Withdraw from my
SCHOLAR BANK account $_____

_____ SCHOLAR DOLLARS

Date	Sign here for cash received

Withdrawal

Withdraw from my
SCHOLAR BANK account $_____

_____ SCHOLAR DOLLARS

Date	Sign here for cash received

Withdrawal

Withdraw from my
SCHOLAR BANK account $_____

_____ SCHOLAR DOLLARS

Date	Sign here for cash received

Withdrawal

Withdraw from my
SCHOLAR BANK account $_____

_____ SCHOLAR DOLLARS

Date	Sign here for cash received

Withdrawal

Withdraw from my
SCHOLAR BANK account $_____

_____ SCHOLAR DOLLARS

Date	Sign here for cash received

Deposit

Date _____

Deposit to my
SCHOLAR BANK account $ _____

_____ SCHOLAR DOLLARS

Teller's Initials	Signature

Deposit

Date _____

Deposit to my
SCHOLAR BANK account $ _____

_____ SCHOLAR DOLLARS

Teller's Initials	Signature

Deposit

Date _____

Deposit to my
SCHOLAR BANK account $ _____

_____ SCHOLAR DOLLARS

Teller's Initials	Signature

Deposit

Date _____

Deposit to my
SCHOLAR BANK account $ _____

_____ SCHOLAR DOLLARS

Teller's Initials	Signature

Deposit

Date _____

Deposit to my
SCHOLAR BANK account $ _____

_____ SCHOLAR DOLLARS

Teller's Initials	Signature

Deposit

Date _____

Deposit to my
SCHOLAR BANK account $ _____

_____ SCHOLAR DOLLARS

Teller's Initials	Signature

Deposit Receipt

The amount shown below was received for deposit to your **SCHOLAR BANK** account.

Account Holder: _____

Teller's Initials	Date	$

Deposit Receipt

The amount shown below was received for deposit to your **SCHOLAR BANK** account.

Account Holder: _____

Teller's Initials	Date	$

Deposit Receipt

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Deposit Receipt

The amount shown below was received for deposit to your **SCHOLAR BANK** account.

Account Holder: _____

Teller's Initials	Date	$

_____ On time
_____ Neat
_____ Correct
_____ Bonus

Total ☆ _____

_____ On time
_____ Neat
_____ Correct
_____ Bonus

Total ☆ _____

_____ On time
_____ Neat
_____ Correct
_____ Bonus

Total ☆ _____

_____ On time
_____ Neat
_____ Correct
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_____ Neat
_____ Correct
_____ Bonus

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_____ Neat
_____ Correct
_____ Bonus

Total ☆ _____

_____ On time
_____ Neat
_____ Correct
_____ Bonus

Total ☆ _____

_____ On time
_____ Neat
_____ Correct
_____ Bonus

Total ☆ _____

Bathroom Signout

Date_____

Who?	Time out	Time in

Playground Equipment Rental

Item reserved	By whom	Which recess	Out	In

JOB APPLICATION

Name _____ Date _____

My first choice of jobs is _____

I think I would do this job well because _____

_____

I would also be willing to do these jobs: 1. _____

2. _____

3. _____

I understand that if I am hired:

1. I am responsible for completing the work unless I am absent from school.
2. If I ask other students to help, I am responsible for their pay and for the quality of their work.
3. I must give two days' written notice before quitting.

Signature _____

JOB APPLICATION

Name _____ Date _____

My first choice of jobs is _____

I think I would do this job well because _____

_____

I would also be willing to do these jobs: 1. _____

2. _____

3. _____

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2. If I ask other students to help, I am responsible for their pay and for the quality of their work.
3. I must give two days' written notice before quitting.

Signature _____

Job Description

Job Title:_____ Salary:_____

Personal Requirements:_____

_____

_____

_____

_____

Duties:_____

_____

_____

_____

_____

_____

_____

_____

_____

If you take the job it is your responsibility to see that it gets done on time without reminding.

If you have a friend help, you must still be sure the job is done right. Sometimes you will have to do it over.

If you quit, you must give two days' notice in writing. Include your name, the name of the job, the date, and your reasons for wanting to quit.

SQUABBLE SHEET

STARTING DATE

Who did it?	What did he or she allegedly do?	Who wrote this?	Initial if settled

Business License

Application

I, _____, apply to open a business.

The name of my business is _____

I plan to run the business (check one) ☐ alone ☐ with _____

I agree to these rules:

1. This license may be revoked at any time with cause.
2. I may make and sell merchandise only during approved business hours.
3. My license must be taped on my place of business.
4. I may sell goods and services only for Scholar Dollars, never for U.S. currency.

Signature _____ Date of application _____

License

_____ is hereby licensed to operate the business known as _____ for _____ days following date of issue.

Signature of licensing officer _____ Date of issue _____

Business License

Application

I, _____, apply to open a business.

The name of my business is _____

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